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ABSTRACT

The study investigated comparable achievement of 75 academically gifted students (grades 4-6) in a self-contained 5-day per week class with 148 gifted students (grades 4-6) in a 1-day per week gifted program. The Ross Test of Higher Cognitive Processes measured higher cognitive skills in a pre- and post-test design, and the California Achievement Test measured growth in basic skills. In addition, teachers and administrators were interviewed, and parents and students completed questionnaires about the programs. Results revealed that Ss in the 5-day per week program made significantly greater gains in higher cognitive processes than did Ss in the 1-day per week program. Further, in basic skills they achieved as well as, or better than, Ss in the 1-day program. All gifted Ss performed significantly better than did a control group of regular students on the Ross Test of Higher Cognitive Processes. Interviews and questionnaires were generally positive in tone. Extensive appendixes include sample screening forms and an interim progress report. (CL)

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A STUDY OF THE COMPARATIVE ACHIEVEMENT OF
ACADEMICALLY GIFTED, INTERMEDIATE GRADE STUDENTS
IN A FIVE-DAY PER WEEK AND A ONE-DAY PER WEEK PROGRAM

By

Carole J. Bigelow

An abstract of a master's thesis submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Master of Arts in Educational Studies/Research and Evaluation

December, 1983

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A STUDY OF THE COMPARATIVE ACHIEVEMENT OF ACADEMICALLY GIFTED, INTERMEDIATE GRADE STUDENTS IN A FIVE-DAY PER WEEK AND A ONE-DAY PER WEEK PROGRAM

The purpose of this study was to answer two questions: (1) Would gifted fourth, fifth, and sixth grade students in a five-day per week academically gifted program make superior gains in higher cognitive skills and in basic reading and language skills compared to those gifted fourth, fifth, and sixth grade students in a one-day per week pull-out gifted program; and (2) Would gifted students in an academically gifted program show more growth in higher cognitive skills than students in a regular classroom?

Three hundred twenty-five fourth, fifth, and sixth grade students in gifted and regular classrooms from two comparable schools within one district in New Castle County, Delaware were used in the study. The Ross Test of Higher Cognitive Processes was used to measure higher cognitive skills in a pre- and post test design. The California Achievement Test was used to ascertain growth in basic skills from one year to the next. Interviews with teachers and administrators, and parent and student pre- and post questionnaires provided additional information about the programs.

Using an analysis of covariance design, the sutdy demonstrated that children in a five-day per week academically gifted program did make significantly greater gains in higher cognitive processes than did those in a one-day per week program. Further, in basic skills, they achieved equally as well as, if not better than, those in a one-day per week program. All gifted students performed significantly better than did regular students on the Ross Test of Higher Cognitive Processes. The interviews and questionnaires were generally positive in tone, and provided information for designing more effective programs in the future.

Some recommendations prompted by the research were: (1) A new set of criteria for identifying those to be included in an academically gifted program; (2) Better education of administrators and regular teachers about the philosophy, goals, activities, and needs of gifted education; (3) Smaller class sizes for five-day per week gifted classes so that teachers can more effectively integrate the development of higher cognitive processes with the standard classroom curriculum, individualize to a greater extent, and use activities designed for the gifted which necessitate small groups; and (4) Tighter controls on any replication studies conducted in the future.

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CHAPTER I

STATEMENT OF THE PROBLEM

The Problem

The purpose of this study was to answer two questions: (1) Will gifted fourth, fifth, and sixth grade students in a five-day per week academically gifted program make superior gains in higher cognitive skills and in basic reading and language skills compared to those gifted fourth, fifth, and sixth grade students in a one-day per week pull-out gifted program, and (2) Will gifted students in an academically gifted program show more growth in higher cognitive skills than students in regular classrooms?

Subjects were 325 fourth, fifth, and sixth grade students in two schools within a single school district. In School E the five-day per week academically gifted program was being piloted. School C retained a one-day per week pull-out program for the gifted students.

At each school gifted students and control groups of regular students at each grade level were tested in September with The Ross Test of Higher Cognitive Processes, and again in late April and early May. Scores from the California Achievement Test from Spring, 1982, and Spring, 1983, were used to assess the students' growth in basic skills. It was expected that students in a five-day per week academically gifted program would show more growth in higher level critical thinking skills than would those students in a one-day per week gifted program, and that the growth of the basic skills of reading and language for the students in the five-day per week program would be equal to or better than that for students in a one-day per week program. Further, it was expected that growth in higher level critical thinking skills would be greater in students participating in a gifted program than it would be in students not participating in such a program.

Hypotheses

Specific hypotheses investigated by this study were:

1. In September students at School C will score significantly higher on The Ross Test of Higher Cognitive Processes than will students at School E.

   Rationale: The researcher had taught gifted students from both schools and had found students populating School C to have developed higher level critical thinking skills to a greater degree than those at School C. It appeared to the researcher that School C students had a background more inclined to stress and support excellence in thinking and production.

2. In September students in the gifted program will score significantly higher on the Ross Test of Higher Cognitive Processes than will students in regular classrooms.

   Rationale: Gifted students generally have developed their higher cognitive skills to a greater degree than less gifted children at the same grade level, so we would expect them to score higher on a test of those skills.

3. In September students in the gifted program who score well below the mean of their class on The Ross Test and the reading portion of the California Achievement Test will encounter difficulty in the program, as assessed by the teacher.

   Rationale: The researcher's experience determined that children in the gifted program who were weak in reading and higher level thinking skills generally encountered difficulty in the program. Interestingly, those same children often had parents who were negative about the program and/or the teacher involved.

4. In May students in a gifted program will achieve significantly greater growth in higher cognitive processes as determined by scores on The Ross Test of Higher Cognitive Processes than will students not in a gifted program.

Rationale: Again, if the gifted curriculum did stress the development of higher cognitive skills, it would seem reasonable to assume that exposure to the teaching of those skills would produce more growth than if there were no conscious exposure.

5. In May students in the five-day per week academically gifted program will achieve significantly greater growth in higher cognitive processes as determined by scores on The Ross Test of Higher Cognitive Processes than will students in the one-day per week program.

   Rationale: If the gifted curriculum genuinely did stress the development of higher cognitive skills, it would seem reasonable to assume that exposure to the teaching of those skills for five days as opposed to one would produce more growth.

6. In May students in a five-day per week gifted program will show growth in the basic skills of reading, language, and the total skill battery, as measured by the California Achievement Test, equal to or better than students in a one-day per week gifted program.

   Rationale: If the five-day per week gifted program achieved its goal of integrating the gifted curriculum with the standard curriculum, then the basic skills of reading and language should be acquired as well as or better than they would have been in a one-day per week program. Math is excluded because the teachers of the five-day per week gifted program did not teach their students math for the most part. Teaming occurred within the grade. The total battery is included, however, as an overall measure of general achievement.

7. General response to the gifted program by students and parents will be positive, as ascertained by the questionnaires.

   Rationale: If the gifted program achieved its goals for the most part, then response should be positive.

8. The parent response to the five-day per week gifted program will be as positive or more positive than that to the one-day per week gifted program, as determined by the post questionnaire.

   Rationale: If the five-day per week program accomplished its goals for the most part, then response should be positive.

9. Where the district goals of the gifted program are not clearly understood by students or parents, or where the individual differs with the district on what the goals should be, the response to the gifted program will be less positive, as determined by the questionnaires.

Rationale: Parents and students not clearly understanding the goals of the gifted program or desiring something different from those goals will not likely be satisfied with what occurs throughout the year.

10. Where a student performs weakly in the gifted program, as assessed by the teacher, and/or where that student performs below the class mean on the Ross Test, and/or where that student performs below the NCE of 80 in the nation on reading scores on the California Achievement Test, that student and that student's parents will view the gifted program less favorably, as determined by the post questionnaire.

    Rationale: It is human nature to find fault with something in which one has been less than successful. Further, parents and students who have been accustomed to the students' good "grades" in the regular classroom are disgruntled by mediocre or poor "grades" in the gifted classroom.

Justification for the Study

The School District of which these two schools were a part felt the need for an evaluation of the first year pilot of the five-day per week academically gifted program. The development of higher level critical thinking skills was stressed in the gifted program, so a measure of the growth of those skills was desired. Further, since growth in basic skills was deemed of primary importance in any academic program, the district wished to ascertain that those skills would be acquired equally as well in a gifted program as in a regular classroom. Complimentary to these measurements, parent and student expectations for, and end responses to, the gifted programs at both schools, as determined by pre- and post questionnaires, were desirable for evaluation. Administrators and staff were also interviewed to ascertain strengths and weaknesses of the gifted program for formative evaluation purposes.

Definition of Terms

Higher Cognitive Processes: The levels of higher cognitive thinking referred to in Benjamin S. Bloom, et al's *Taxonomy of Educational Objectives*, *Handbook 1*: *Cognitive Domain* as "Analysis" (level 4), "Synthesis" (level 5), and "Evaluation" (level 6).

Analysis is the ability to break a complex whole into its separate elements and to examine their relationships to each other and to the whole. Synthesis refers to the ability to take seemingly diverse elements and organize them into a coherent whole. That whole is often entirely new from the wholes of which the elements were originally parts. Evaluation is the ability to determine the value of any parts or wholes in the analysis, and/or synthesis processes in a wide variety of circumstances.

Intelligence (I.Q.): The intelligence quotient as measured by the Otis Lennon Mental Abilities Test. According to Webster's collegiate dictionary intelligence is, "...the capacity to apprehend facts and propositions and their relations and to reason about them."[1] Historically the I.Q. was found by dividing a person's mental age, as determined by an intelligence test, by the person's chronological age, and then multiplying by one hundred.

Ross Test of Higher Cognitive Processes: A test designed to measure ability in the higher-level thinking skills, as defined by Bloom, et al, of students in grades four through six. The test is composed of 105 items in seven sections: Analogies, Deductive Reasoning, Missing Premises, Abstract Relations, Sequential Synthesis, Questioning Strategies, Analysis of Relevant and Irrelevant Information, and Analysis of Attributes. The authors of the test, John D. Ross and Catherine M. Ross, relate each section of the test with one of the subgroups on level 4, 5, or 6 of the Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain. For example, the author's state that Section II on Deductive Reasoning consists of items

> ...which measure a student's ability to analyze statements in logic. This relates to the Evaluation subgroup 6.10, 'Judgments in Terms of Internal Evidence,' especially, 'the ability to indicate logical fallacies in arguments.'[2]

The score is the number of correct responses.

California Achievement Test: A test composed of 263 items in eight sections: Reading Vocabulary, Reading Comprehension, Language

Mechanics, Language Expression, Spelling, Mathematics Computations, Mathematics Concepts, and Reference Skills. The number of correct responses is compared to National Norms at each grade level. Scores are reported to parents as percentiles for the District, the State, and the Nation.

Gifted Students: Children identified by a weighted score of 140 points or more based upon a set of criteria established by the School District. A score of 125 or better (115 for minority children) had to be attained on a group Otis Lennon Mental Abilities Test. Points were added to the I.Q. score for a given district percentile on the total battery of the California Achievement Test: five points for scoring in the 90-94th percentile, and 10 points for scoring in the 95-99th percentile. An additional 5 points was added for a parent and/or teacher recommendation. Minority children were given 10 additional points. New students, the year of this study, came in with slightly different standards set for them. A minimum I.Q. score of 130 (120 for minority) was required. Using a more complex weighting system (see Appendix A, guidelines taken from the 1982 district handbook for the academically gifted), a child who was borderline could enter the program if his/her score on a Renzulli-Hartman Teacher Rating Scale was high enough (see Appendix B for the Renzulli-Hartman Scale).

It should be remembered that the district in this study was offering a program for the academically gifted. It was not a program for children gifted in other areas, though many of them were.

Population

The population consisted of fourth, fifth, and sixth grade children from two elementary schools in one district in New Castle County, Delaware.

Sample

In School E there were three gifted classes, one at each grade level: fourth, fifth, and sixth. Except for mathematics the classroom was self-contained five days a week. Other regular homerooms with heterogeneous grouping did team teaching and grouped according to ability for both math and language arts. Class sizes averaged 29. Each of the gifted classes and one homeroom from each grade level were used in the study.

In School C, all students were assigned to heterogeneous homerooms with an even mix, as much as possible, of abilities, race, and sex. Teaming and grouping for ability in math and reading occurred at scheduled times during each day. Class sizes averaged 29. One day per week, gifted students at one grade level attended their gifted class with a different teacher. There were three teachers for the gifted program. Those classes averaged 18 students in size. The gifted classes and one homeroom from each grade level were used in the study.

Control Groups

The 49 regular students at School C and the 53 regular students at School E drawn from the three grade levels comprised a control group which received a standard curriculum. That curriculum did not stress the development of higher level thinking skills. Within those groups were some children who met the criteria for inclusion in the gifted program, but who, for one reason or another, were not in it.

The 148 gifted students at School C drawn from the three grade levels comprised a control group which received a standard curriculum four days per week and a gifted curriculum one day per week that stressed the development of higher level thinking skills and creativity.

Experimental Group

The 75 academically gifted students drawn from the three grade levels in School E composed the experimental group which received the standard curriculum integrated with the stress of the gifted curriculum on higher level thinking skills and creativity five days a week. The gifted classrooms were self-contained for all subjects except math. The students went to different teachers for math. The fourth and fifth grade teachers of the gifted had none of their gifted students for math, but the sixth grade teacher had most of her students plus a few others from other classes.

Statistical Procedure

In September, the Ross Test of Higher Cognitive Processes was administered to all pupils. Analyses of variance were used to analyze those results. The following contrasts of scores were studied:

1. Total population at School C versus total population at School E.
2. Total regular student population at School C versus total regular student population at School E.
3. Total gifted student population at School C versus total gifted student population at School E.
4. Any given grade level of gifted students at School C versus that same grade level of gifted students at School E.
5. Any given grade level of regular students at School C versus that same grade level of regular students at School E.
6. Any given grade level of gifted students within a school versus that same grade level of regular students within that same school.
7. The total gifted student population within a school versus the total regular student population within that same school.

The California Achievement Test scores for the Spring of 1982 were analyzed in the same way. By means of an analysis of variance, a comparison of the two schools was made using the most recent I.Q. scores available for the total population. The CAT, 1983 and the Ross post test scores in May, 1983 were also examined in the same way as the CAT, 1982 and Ross pre-test scores were, in order to corroborate some results of the analyses of covariance that were performed. Parent and student expectation questionnaires were completed in September and the responses to each question were tabulated for comparison to post-perception questionnaires completed in May.

In late April and early May the Ross Test was administered again to all pupils. Analyses of covariance of the Ross post test scores with the Ross pre-test scores as the covariate were performed. The same seven contrasts were studied as in the Fall. The CAT scores of Spring, 1983, were likewise analyzed by analyses of covariance with the CAT scores of Spring, 1982, uses as the covariate, and the same seven contrasts examined. Statistical contrasts involving total groups of students would be dependent on sub-analyses of parts of these groups, and so these sets of statistical analyses are not independent, but have built-in dependencies or "informational overlap."

Description of Method

At School C academically gifted students at one grade level met one day per week with a teacher of the gifted for special activities which stressed higher level critical thinking, problem solving, and creativity. The individual teacher determined the curriculum, following district guidelines. See Appendix C, D, and E, as well as the last four pages of Appendix F, for goals and descriptors of the academically gifted program. There were three teachers at School C; teacher 0 and teacher 1 taught a different class each day for five days, while teacher 2 taught a different class each day for three days. Refer to Appendix F, the Data Service Center's interviewer's report, for a brief description of some of the activities in the gifted classrooms at both schools. The remaining four days the gifted students were in heterogeneous homerooms. The regular students at School C were also in such homerooms. They were taught the basic skills of reading and math in ability-grouped classes, but language, spelling, social studies and science in heterogeneous groups. One grade level taught spelling in the reading class.

The control groups at School E spent five days per week in heterogeneous homerooms, but were ability-grouped each day in different classes for math and language arts, which included reading, spelling, and language. At School E academically gifted students at each grade level met five days per week in a homogeneous homeroom with a teacher of the gifted. They remained self-contained for all subjects except math, at which time they dispersed to different teachers, the majority of them going to the top ability group in math. The stress on higher level critical thinking skills, problem solving, and creativity were to be integrated into the teaching of the basic reading, language, spelling, social studies, and science curriculum. Following the curriculum guides for the subject areas, as well as the guide for the gifted program, it was up to the individual teacher how that integration was to be accomplished. Enrichment of the standard curriculum was intended.

Summary

Fourth, fifth, and sixth grade students from twenty-two classrooms in two schools were used to study whether: (1) The stress on higher cognitive processes in a gifted program would produce more growth in higher level thinking skills among those students than among students not participating in that program; and (2) The stress on higher cognitive processes in a five-day per week gifted program that was integrated with a standard curriculum would produce more growth in higher level thinking skills than in a one-day per week gifted program. Further, the study sought to discover whether or not children in a five-day per week gifted program would acquire the basic skills of reading and language as well as others in a more standard program. It was hypothesized that children in a five-day per week gifted program would attain more growth in the higher cognitive processes than would those in a one-day per week program, and that their acquisition of the basic skills would be as good as or better than students in a one-day per week program.

CHAPTER II

PROCEDURES

The purpose of this chapter is to describe the (1) original design for the study, (2) letters written and meetings held to facilitate and gain cooperation for the study, (3) original plan for administration of the Ross Test and the questionnaires, (4) original time schedule for each portion of the study design, (5) population and sample, (6) actual procedures for administration, (7) actual time schedule followed for each portion of the study design, (8) actual portions of the design implemented, (9) implications of alterations in design, procedures, and schedules, (10) student and parent questionnaires, and (11) test instruments and their scoring.

The Original Design

In April, 1982, the researcher approached the assistant superintendent of the school district with a proposal for conducting a research study of the five-day per week academically gifted program being piloted in the fourth, fifth, and sixth grades of one of the schools in the district in the 1982-83 school year. The assistant superintendent was also the chief administrator of the gifted program within the district. The Study Design presented to her is shown in Table 1. Her approval was received, contingent upon the agreement of the staff administrators involved.

Preparatory Meetings

The Supervisor of Gifted Education and this researcher held a meeting in early June with a researcher/evaluator employed by the Data Service Center, which served the school districts of the county, to discuss how she would collect the data as described in Step 3 of the evaluation design. The Assistant Superintendent had spoken to her prior to that meeting, asking her to serve in that capacity. Agreement was reached that she would collect the data in three conferences with each of the six teachers of the gifted at two month intervals. The first conferences were to be scheduled in November, the second in February, and the third in April. The interim conference form (see Appendix G) was given to her in early July after the teachers of the gifted, in cooperation with district administrators and this researcher, agreed upon what information they would be willing for her to gather. It was suggested that she contact each teacher prior to each visit to set up a time that would be convenient for each, and that the principal be notified of her visit. It was understood that she was to collect data only; no evaluation was to take place during those conferences.

TABLE 1

STUDY DESIGN FOR THE GIFTED PILOT PROGRAM

For What Purpose	What Is Being Measured	Measure	Groups
1. To determine if students in the 5-day/week academically gifted program are progressing in their basic skills as well as, better than, or less well than those students in the 1-day/week gifted program.	1. Basic skills of each group.	1. Achievement measures derived from California Achievement Tests (CAT) given in Spring, 1982 and Spring, 1983.	1. School E 5-day/week gifted classes. School C 1-day/week gifted classes.
2a. To determine if students in the 5-day/week academically gifted program are progressing in the development of the higher level thinking skills as well as, better than, or less well than those students in the 1-day/week gifted program.	2. The abstract and higher level critical thinking skills of analysis, synthesis, and evaluation as defined by Benjamin S. Bloom (ed.) in _Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain_.	2. _Ross Test of Higher Cognitive Processes_ to be given in September, 1982, and in April, 1983.	2. Same groups as above plus control groups of regular classes: one each of 4th, 5th, and 6th grade at School E and School C.

TABLE 1

STUDY DESIGN FOR THE GIFTED PILOT PROGRAM

For What Purpose	What Is Being Measured	Measure	Groups
2b. To determine if there are significant differences over the year in the rate of progress in the development of critical thinking skills between students in regular classrooms as compared to students participating in a gifted program.			
3. To determine what time and activities are used to develop the cognitive skills of critical thinking, problem solving, and creativity, and what are the products.	3. Approximately how much time is spent trying to develop critical thinking skills, problem solving skills, and creative thinking skills, what activity are used, and what products result.	3. Curriculum Implementation Battery. Three interim conferences for the collection of data will be made by a data collector from the Data Service Center with six teachers of the gifted at School E and School C. The data collector will determine, with the help of the teachers, the following:	3a. Teachers of the gifted at School E and School C.
3a. To determine external factors which influence the implementation of a differentiated program of instruction.	3a. The teachers' perceptions of what problems		

TABLE 1

STUDY DESIGN FOR THE GIFTED PILOT PROGRAM

For What Purpose	What Is Being Measured	Measure	Groups
3b. To determine factors which may affect the program as seen from the principals' points of view (external).	influence instruction and learning.	1) Approximate time spent on critical thinking skills, the activities used to develop those skills, and the products resulting.	
	3b. The principals' perceptions and concerns about the program, teachers, parents, and students.	2) The same information will be collected for problem solving skills as in 1).	
		3) The same information will be collected for creative thinking skills as in 1).	
		3a. During the data collector's conference with a teacher, records will be made of problems the teacher encountered	

TABLE 1

STUDY DESIGN FOR THE GIFTED PILOT PROGRAM

For What Purpose	What Is Being Measured	Measure	Groups
		in implementing the program and developing the skills.	
		The data collector will make these teacher visits between October, 1982 and April, 1983 at two month intervals for each teacher. The researcher in this study will write up the results of each conference, submit to the data collector for approval as to accuracy and objectivity, then distribute to the given teachers. These reports will later be analyzed when all test results and and questionnaires are tabulated.	

TABLE 1

STUDY DESIGN FOR THE GIFTED PILOT PROGRAM

For What Purpose	What Is Being Measured	Measure	Groups
		3b. The supervisor of the gifted program will interview the principals at School E and School C at 2 month intervals and inquire about the following: 1) Principal's general attitude about the program. 2) Principal's concerns emanating from: a) teacher concerns b) parent concerns c) student concerns	3b. Principals o School E and School C.

TABLE 1

STUDY DESIGN FOR THE GIFTED PILOT PROGRAM

For What Purpose	What Is Being Measured	Measure	Groups
		The supervisor's interview will be written up and distributed to the given principal, the A/G teachers at that school, and the district administrator monitoring the gifted program. These reports will later be analyzed when all test results and questionnaires are tabulated.	
4. To determine what parents and students expect and desire from the academically gifted program in their respective schools.	4. Parent and student preperceptions of the gifted program in their assigned school.	4. Student Expectation Questionnaire. Parent Expectation Questionnaire.	4. Parents of students and students in the academically gifted program at School E and School C.

TABLE 1

STUDY DESIGN FOR THE GIFTED PILOT PROGRAM

For What Purpose	What Is Being Measured	Measure	Groups
5. To determine what parents and students believe are the results of the academically gifted program.	5. Parent and student post-perceptions of the gifted program in their assigned school.	5. Student Evaluation Questionnaire. Parent Evaluation Questionnaire.	5. Same groups as in 4.

In late June, a breakfast meeting was conducted by the assistant Superintendent with the teachers of the academically gifted and the Director of Elementary Education. This researcher presented her study design, copies of the student and parent questionnaires that would be administered in September, and a sample of the Ross Test of Higher Cognitive Processes. Agreement was reached to cooperate in this study, with the understanding that no teacher evaluation would be made by the Data Service Center interviewer, nor would any study results be used in teacher evaluation.

Following the meeting with teachers, this researcher met with an administrator of data processing at the Data Service Center in early July. His cooperation in scoring the Ross Test and the questionnaires had been secured earlier by the Assistant Superintendent of the district. The computer scan sheets, coding, and format that would be used for the Ross Test were agreed upon. He agreed to score the tests and provide the researcher with the computer tapes. It was decided to keypunch the information from the questionnaires, and then provide the researcher with the computer tapes of the results.

A fourth meeting was held in mid-July with the Assistant Superintendent, the principals of the two schools involved and this researcher. The same material presented to the teachers at the breakfast meeting was presented again. Letters to parents and teachers concerning the testing program and its scheduling, the questionnaires and the interim conferences were submitted by the researcher as suggestions for the principals to facilitate cooperation and administration. They were accepted, and it was agreed that the letters would be typed on district stationery and signed by the principals (see Appendices G-M for letters submitted). The principals were to duplicate the necessary copies, distribute them as needed according to the agreed upon time schedule, and send to this researcher copies of all letters they sent to teachers and parents. It was agreed that each principal would choose a typical heterogeneous homeroom at each grade level to serve as the control group, and that he would enlist the teacher's cooperation. The principals agreed to supervise the test administration, and to carefully control for test security. Teachers were to receive the tests the day they were scheduled to test and were to return them to the principal at day's end. No duplicating of test materials was to be allowed. Because this study was, in part, an evaluation of the gifted program, and because some parents and staff of regular students harbored some hostility about the gifted program, it was decided that in order to gain more cooperation and create less animosity, it would be best to avoid mention of the regular students being tested as control groups unless pressed.

At the meeting with the principals, a time schedule was agreed upon for sending parent and teacher letters, testing, and administration of the questionnaires. At School E, parent permission to test letters were to go home September 13. Teachers were to be informed, via letter, of the testing date for their class by September 13.

Gifted classes were to take the Ross Test on September 15. Regular classes were to take it on September 16. The principal was to make arrangements to test absentees on September 17. Teachers were to receive letters about parent and student questionnaires, along with the parent letter and all questionnaires by September 13. Student questionnaires were to be completed September 13, and parent questionnaires were to then go home accompanied by the parent letter. At School C, parent permission to test letters, letters to teachers concerning the questionnaires, and all parent letters and questionnaires were to be given to the teachers September 13. Parent permission to test letters were to go home September 13 with students in the regular classes, and each day of that week with the gifted students as they attended their gifted class. The week of September 20, each gifted class was to test the day the students attended that class. One regular class was to test September 20, one September 21, and one September 22. The principal was to make arrangements to test absentees September 27 or 28. Student questionnaires were to be completed the first day the child attended the gifted class, and the parent letters and questionnaires were then to go home. All tests and questionnaires were to be given this researcher by October 1 for submission to the Data Service Center for scoring.

Finally, the Supervisor of Gifted Education met with this researcher in early September to receive the suggested questions (see Appendix N) for the principals of School C and School E at her conferences with them. She was to interview them three times in the course of the year or a schedule akin to that of the Data Service Center interviewer. It was at that meeting that she informed this researcher that the principal of School E had been officially given the job to administer the gifted program at the fourth, fifth, and sixth grade level in the district. She would function in that capacity for the primary and four-year old program until the end of the school year, after which he would administer the entire gifted program. The Assistant Superintendent no longer would be administering the program.

The Population

The fourth, fifth, and sixth grade students at two elementary schools in a single school district of New Castle County, Delaware comprised the population for this study. These schools were selected because the investigator was involved as a teacher of the academically gifted in School E, and furthermore, had taught some of the gifted population of School C two years prior in another setting. The investigator had been assigned to pilot, at the fifth grade level, a five-day per week gifted program at School E for the school year 1982-83. These two schools were also the only intermediate schools in the district housing gifted programs. The Assistant Superintendent of the district desired an evaluation of the pilot program, partly because it had been her idea; therefore, permission was granted to conduct the study.

The Sample

To determine the sample, the principal at School C chose one homeroom at each grade level from the eleven fourth grades, twelve fifth grades, and thirteen sixth grades to serve as a typical heterogeneous control group. The principal of School E acted in a like manner, choosing the homerooms from five fourth grades, six fifth grades, and eight sixth grades. All gifted classes at both schools were selected, eliminating, however, those gifted students being bussed in one day per week to School C from small, outlying elementary schools in the district for the one-day per week gifted programs.

Parent permission to test letters were sent home in early September to those students in the selected classrooms. Only those students whose parents gave permission were tested.

Three hundred twenty-five students were enrolled in the given classrooms for the entire year and participated in the complete testing program. Cell sizes ranged from 12 to 51. It was decided to retain the unequal cells, because, to do otherwise would have been to randomly reduce the total sample to 144. This would have meant the elimination of over half of the sample population. This investigator considered that the reduction to such a small sample as twelve in each cell would produce results no more credible than would using unequal cell sizes.

Because this researcher had worked with children in the academically gifted program from populations feeding School C as well as the populations feeding School E, experience suggested that the population at School C would be more adept at higher level critical thinking skills; therefore, it was expected that School C would score higher on the Ross pre-test. This was borne out in the statistical analysis. Table 2 presents the differences in means for the Ross pre-test between schools, grades, and groups. Tables 3 and 4 present the results of the initial test that established a significant difference in the populations of the two schools. Though one might fault the use of a one-way analysis of variance with such unequal cell sizes, it nevertheless was used again with the post test, as will be illustrated later, and no significant difference between the populations was found then.

I.Q. scores were not readily available because the district kept no running file. This researcher did go through many old handwritten records, kept each year, when new students were tested for the gifted program. Most of the I.Q. records for the gifted students in the program were found and some control student I.Q.'s were found. Using what was found, there was a significant difference in the populations of the two schools. Tables 5 and 6 present those results. It was decided, however, that because I.Q.'s were available for only part of the sample that the Ross Test would be a better indicator of

TABLE 2

MEANS AND STANDARD DEVIATIONS OF THE ROSS PRE-TEST

	SCHOOL E			SCHOOL C		
GIFTED	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.
4th gr.	25	58.00	11.01	48	63.00	10.01
5th gr.	22	67.73	8.63	51	71.39	8.54
6th gr.	28	73.29	10.14	49	76.65	9.28
CONTROL						
4th gr.	21	43.62	10.31	12	46.75	8.24
5th gr.	18	50.56	8.51	23	48.78	11.56
6th gr.	14	57.07	10.18	14	54.21	12.39

TABLE 3

ROSS PRE-TEST

DESCRIPTIVE STATISTICS BY SCHOOL

	N	$\bar{X}$	S.D.
School E	128	59.51	14.21
School C	197	65.29	14.06

TABLE 4

ROSS PRE-TEST

ONE WAY ANALYSIS OF VARIANCE BY SCHOOL

Source	SS	D.F.	MS	F	Sig.
Between Groups	2598.01	1	2598.01	13.03	0.00
Within Groups	64404.92	323	199.40		

TABLE 5

I.Q. DESCRIPTIVE STATISTICS

BY SCHOOL

	N	$\overline{X}$	S.D.
School E	106	128.97	12.06
School C	182	132.37	9.37

TABLE 6

I.Q. SCORES

ONE WAY ANALYSIS OF VARIANCE BY SCHOOL

Source	SS	D.F.	MS	F	Sig.
Between Groups	775.24	1	775.24	6.74	0.01
Within Groups	32919.51	286	115.10		

population differences. Further, I.Q. scores were available only for children someone felt were possibly gifted, so the I.Q. scores may be higher than a heterogeneous group might otherwise have.

The populations of the schools were found to be significantly different, using the Normal Curve Equivalent (NCE) CAT reading scores also. Tables 7 and 8 present the statistics to support that assertion.

TABLE 7

CAT 1982 READING (NCE)

DESCRIPTIVE STATISTICS BY SCHOOL

	N	$\overline{X}$	S.D.
School E	117	76.50	17.85
School C	189	80.50	17.08

TABLE 8

CAT 1982 READING (NCE)

ONE WAY ANALYSIS OF VARIANCE BY SCHOOL

Source	SS	D.F.	MS	F	Sig.
Between Groups	1157.18	1	1157.19	3.83	0.05
Within Groups	91792.50	304	301.95		

Note should be made that CAT, 1982, scores were not available for the entire sample since new children had moved in from out of state and from private schools, or children had been absent for 1982 CAT testing. Since the populations were shown to be significantly different on the Ross Test, it was not surprising to find similar results on the reading test. As the authors of the Ross Test stated:

> ...the Ross test has been carefully designed to concentrate its main emphasis on the student's ability to deal with abstractions on a verbal basis. The ability to conceptualize a verbal abstraction and see relationships within and around it is a major component of all of the higher cognitive processes.[1]

Higher cognitive skills do seem to have a close relationship to reading skills. The correlation of the Ross post test and the 1983 CAT reading scores was 0.79 at each grade level.

If one compared the schools, using the math, language, or total battery, 1982 scores on the CAT, no significant difference between the schools was found.

Actual Implementation Events and Implications

The letters to parents requesting permission to test did go home September 13 at School E. It is uncertain when they went home at School C since feedback to the researcher was not received except by infrequent casual conversations with the teachers of the gifted there. The reason many of the control group sample sizes were so small, especially at School C, may have been due to the lack of stress to the teacher about the need for cooperation in this study. Also, the agreed-upon plan to make up tests for absentees never came to fruition.

The plan to present the teachers with a letter on September 13 informing them of their testing schedule never materialized at either school. This researcher knew the schedule and tested her own fifth grade gifted class as planned on September 15. There had been discussion between the researcher and the teacher of the fourth grade gifted class, and she also tested that day. The teacher of the gifted sixth grade class learned the morning of September 15 that she was to test. The researcher reminded the principal at School E that control group teachers needed to test the next day. They did test. It goes without saying that a teacher putting pressure on a principal to do his job does not lend to an amicable relationship. Test security at School E was good. Teachers had the tests in their possession only on the day they tested. No absentee testing was done.

Information about testing procedures and schedules at School C in September was received by the researcher via a telephone conversation with Teacher O, a teacher of the gifted there, after test computer answer sheets were received October 1, and it was found that whole sections of the test were not taken by some students in each of the classes. Teacher O was handed the Ross Tests and manuals by the principal there and was told to take care of the testing before October 1. She was told what classes were to be tested, but those were her only instructions. As a result, classes took the test by sections on different days as the administering teacher chose, unlike the classes at School E who took the whole test in one day. Therefore, School E could be said to have suffered a fatigue effect not present at School C, and, further, School C had the opportunity for an instructional effect since their testing schedule stretched over two weeks, the tests were in the hands of the teachers over that time, and they began testing a week later than School E. There was no test security at School C, so it is not known whether or not the Ross Test was duplicated by teachers for instructional use throughout the year.

Because incomplete tests were of no use, they were returned to School C, and further testing the week of October 4 occurred in order to complete as many as possible. These tests again were subject to an instructional effect and the lack of a fatigue effect. No absentee testing was done.

The researcher found that instructions for coding the answer sheets had not been carefully followed, and further time was needed for the researcher to correct the errors. It was mid-October before scoring could occur. The researcher coded all answer sheets herself for the Spring testing to avoid those problems.

At both schools, control group teachers were openly informed that their classes were serving as a control group for a research study of the gifted program. It is amazing to this researcher that repercussions were not received from control group parents.

At School E the teachers and parents did receive the appropriate letters concerning the questionnaires in September. It is unknown whether teacher letters were received concerning the questionnaires at School C. Parent letters must have accompanied the questionnaires since many were returned as requested. Completed student and parent questionnaires were received from both schools by mid-October.

In the Fall, the researcher received copies of four letters sent by the principal of School E to parents and teachers: (1) The parent permission to test letter; (2) The teacher letter concerning the questionnaire; (3) The parent letter concerning the questionnaire; and (4) The letter to teachers concerning the interviewer from the Data Service Center. They were copies of the researcher's suggested letters. At no time throughout the year, did the researcher receive copies of any letters pertinent to this study sent by the principal at School C, though several requests were made.

The interviewer from the Data Service Center made her first visit in December. She did not check with the teachers prior to her visit, but informed the principal when she wished to visit. At School E the teachers were informed with a handwritten note from the principal the morning of her visit that she would be arriving.

Her visit with the researcher occurred at 2:30 on a Friday afternoon amidst a full classroom of children. It was very difficult to talk, and the researcher can only assume that similar difficulties occurred in the other five visits. How the schedule was determined at School C is unknown. The interviewer chose to use her own set of questions and interview techniques, for which she received approval, without any consultation with the researcher of this study. These may be found in her report (see Appendix F). She was to have submitted the information to the researcher for write-up, as indicated in Step 3 of the original study design. She, instead, submitted a written report (see Appendix F) some two months later to the Assistant Superintendent, a report that was not carboned to the researcher, nor to the teachers involved. After a request to the Assistant Superintendent, the researcher received the report.

By late May, the interviewer had made no more visitations. The researcher contacted her by phone, and she agreed to try and make a second visitation. The week before school was out, she visited again. Her second report was never received by the researcher. The information that could have been gathered by the agreed upon three visitations to each teacher of the gifted could have been very helpful in explaining some of the results of the study. Her one report was of minimal use in this study. Additionally, teachers feared openly discussing problems in the program and its implementation that reflected upon the administrator(s) since the report was being circulated to the administration, and the teachers cited were easily identifiable. Had the information been given to the researcher for integration into the study findings so that individuals could not have been so easily identified, more valuable information about the program might have been gained. Her findings were to have been used for formative evaluation for the teachers. Since they never received it, it was of no use to them.

The Supervisor of the Gifted Primary Program made one visit to each of the principals early in the school year. Her reports can be found in Appendices O and P. The personal experiences of the researcher indicate that those original statements of the principals did not hold true throughout the year; however, there were no other interviews to substantiate that conjecture. This researcher cannot fault the Supervisor, in this case, since she was being eased out of her job to early retirement. One of the principals she had to interview had already taken over half her job, and by year's end, would have taken over all of it.

In early March, the researcher met with the principal of School E, who was now the administrator of the gifted program. The meeting was to establish the Ross testing schedule for the Spring and the schedule for completing the questionnaires. The researcher again supplied suggested letters for teachers and parents, as had been done in the Fall. The only letter the researcher saw being used was the letter accompanying the parent questionnaire at

School E (see Appendix Q). It was agreed that School C would test April 20, 21, 22, 25, and 26, while School E would test April 27, 28, and 29. It was hoped that if there had been an instructional effect at School C in the Fall, that School E would have that advantage in the Spring. School E tested on schedule. School C did not begin testing until the first week of May. School C again benefitted from additional instruction time. At the March meeting, the researcher urged that administration of the test must occur for each group on one day so that testing situations would be standard. This occurred at School E in the fifth grade gifted class. The gifted fourth and sixth grade classes tested over two days. What occurred with the control groups was not uniform either. At School C some groups tested in one day, others did not. Testing took two weeks at School C. At School E the researcher conducted absentee testing in early May. No absentee testing was done at School C.

The Spring questionnaires, it was agreed, would be administered to students the week of May 2 and parent questionnaires would be sent home May 9. All questionnaires were to be in the researcher's possession by May 27 for scoring and recording of comments. At School E the schedule was followed. At School C the Ross test was still being administered the week of May 2 so student questionnaires were completed at a later time. They did, however, send home the parent questionnaires before the student questionnaires were completed. That was unfortunate because then discussion between students and parents may have influenced what the child answered on his/her questionnaire later. So few parent questionnaires had been received by May 27 from School C that the due date was extended one week in the hopes of receiving more. Only a few more were added. The number of parent questionnaires received from School C was disappointing, and gave limited information about parent response to the program there. Equally disturbing was the withholding of some parent comment letters by the principal at School E. The questionnaires were the design of this researcher, and it was understood that information from them would be hers to use in this study, as well as being information available to administrators.

Teachers of the gifted were requested in May to submit the names of students they felt had not been very successful in the program and/or students who were not good critical thinkers. The researcher intended to determine if low Ross and CAT reading scores in the Fall might have predicted that difficulty. School E teachers submitted three or more names each. From School C, with twice as many gifted students, only nine names were received across the three grade levels from the test sample.

The principal at School E decided that, in order to save money on postage, the letters to parents regarding their child's performance on the Ross Test would be enclosed in each child's final report card in June. Only the child's scores and the class average on the pre-test and post test were given as information to the parents (see Appendix R for the letter). The researcher was requested not to include any other information that might show comparisons between schools or gifted and regular students. The researcher does not know if the letters, other than the ones to parents of her own students, were appropriately placed in the report cards. It is hoped that they were.

Questionnaires

Gifted students were administered the student questionnaire early in the school year and again in late Spring. Likewise, parents of the gifted were asked to complete questionnaires in the Fall and late Spring. The questionnaires may be found in Appendices S-Z. The Fall questionnaires were to establish: (1) Were parents and students aware of what the goals of the gifted program were; (2) What did parents and students expect and consider important for the gifted program; (3) What factors might affect the child's success in the program; and (4) With what degree of optimism were parents and students approaching the program? The Spring questionnaires attempted to learn if their perceptions of the gifted program had changed; i.e., did they place different degrees of importance on some of the goals and aims compared to their responses in the Fall, due either to a better understanding of the gifted program, or because they wished to change it. It was also meant to determine: (1) The positiveness of their response to the program; (2) The success the child found in the program; and (3) Possible explanations for success or lack of it. The analysis of these questionnaires can be found in Chapter III.

Test Instruments and Scoring

The Ross Test and its manual can be found in Appendices AA and BB. Because the district had limited funds, only 100 test booklets were ordered; hence, the need to test no more than 100 children per day determined the schedule to some degree. The computer answer sheets to accompany the test were expensive, and the Data Service Center could not score them. It would have been necessary to send them away for scoring which was a further expense the district did not wish to incur. Consequently, it was decided to use a computer scan sheet that the Data Service Center could score in order to save a considerable sum of money (see Appendix CC for scan sheet used).

The Ross Test consisted of 105 items with answer choices ranging from two to ten for any given question, with the exception of the section, Abstract Relations. That section presented a word pool of twelve words from which seven would be needed. It was decided that in order to fit the test to the computer sheet the district had chosen, which gave up to ten answer choices, the word pool for the Abstract Relations Section would be reduced to ten. In such a way, then, the test was altered; the researcher, with advisement and approval from the University and the district, discarded two words from the pool that appeared subjectively to be the least likely to be chosen by a test taker (see page 14 of the Ross Test for the alteration). The researcher also rewrote portions of the manual so that the directions for answering were appropriate for the scan sheets being used (see Appendix DD for those portions of the manual altered).

The California Achievement Test (CAT) was administered each Spring to all students in the district, grades 1-8 and 11. The test had been used statewide for the past three years. The researcher was given permission from the district to obtain from the Data Service Center the tracking codes for the students in the study sample. Hence, the CAT scores for the students for Spring 1982 and Spring 1983 could be acquired from the state files to track progress. That information was merged with Ross Test information.

The Ross Test was scored by the Data Service Center and a computer tape was hung for the researcher. The CAT scores were received via a computer tape from the Delaware Department of Public Instruction. The researcher used the Burroughs 7700 computer at the University of Delaware for merging those tapes, along with the questionnaire tapes, and performed most statistical analyses on the Burroughs.

Limitations

In addition to the numerous inconsistencies in procedures cited previously in this chapter that most certainly may have affected the results of this study, there were the following other limitations to this study:

1. The researcher had no control over the administration of this study, and any aspect of the testing, other than that in her own classroom. She could only suggest, but had no authority to mandate adherence to standards.
2. There were unequal sample groups at every point: (1) Between schools; (2) Between groups; and (3) Between grades.
3. The majority of the gifted students came from middle class or upper middle class families, with less than ten percent from minority groups.
4. It is difficult to determine how higher cognitive processes are best taught since every teacher of the gifted had her own approach.

Summary

In this chapter the nature and selection of the sample was described. The procedures and schedules planned, and those actually implemented, were discussed, along with the problems created by the changes from the original design. Examples of letters, interviews, questionnaires, tests and manuals, and guidelines used in the study were presented in the appendices. The results of the statistical analyses will be reported in Chapter III.

CHAPTER III

ANALYSIS OF DATA AND RESULTS

Plan of the Chapter

The results of this study will be presented under four headings: (1) Findings dealing with performance on the Ross Test of Higher Cognitive Processes which was administered in September and again in late April and early May--hypotheses 1-5; (2) Findings dealing with performance on the California Achievement Test which was administered in April, 1982 and March, 1983--hypothesis 6; (3) Findings dealing with student and parent expectations, perceptions, and responses to the gifted program at their respective schools, as ascertained by questionnaires in September and May--hypotheses 7-10; and (4) Findings from teacher and principal interviews that held implications for the program and the study.

As demonstrated in Tables 2-8 in Chapter II, the populations at the two schools were significantly different, based upon the Ross pre-test, the CAT, 1982 Reading test, and I.Q. scores. It was necessary, therefore, to use an analysis of covariance procedure with the Ross pre-test as the covariate in the Ross Test analysis. Because I.Q. scores were not available for every student in the sample, I.Q. could not be used as a covariate in any of the analyses. The CAT, 1982 scores were used as covariates in the analyses of CAT scores, deleting from the analyses those students for which 1982 or 1983 scores were missing.

Findings Dealing with Performance on the Ross Test of Higher Cognitive Processes--Hypotheses 1-5

The five hypotheses in this category deal with performance on the Ross Test of Higher Cognitive Processes. It was predicted that: (1) Students at School C would initially score significantly higher on a test of higher cognitive processes; (2) Gifted students would score significantly higher on such a test in September, and would continue to score significantly higher over time than regular students; (3) Gifted students scoring well below the mean of their class on the Ross Test and the reading portion of the CAT would encounter difficulty in the program; and (4) Gifted students in a five-day per week gifted program would show more growth in higher cognitive processes than would gifted students in a one-day per week program.

Table 4 in Chapter II shows that School C students did score significantly higher on the Ross pre-test; thus, the first hypothesis was confirmed. A closer look at the analysis of variance on the Ross pre-test produced further curious information. When the scores of just the control groups of regular students at both schools were used in the analysis, there was no significant difference between the schools, but when the scores of the gifted students *only* were used, there was a significant difference between the schools with School C gifted students scoring significantly higher at the 0.02 level. When gifted students were broken down by grade level, the fourth grade was the only place where very significant differences were found. The total population analysis of variance produced the results described in Table 4, as mentioned. Why the gifted students at School C were more adept at higher cognitive processes, initially, is pure conjecture. If there had been SES information available, the researcher would have looked at that for a possible explanation. As it was, perhaps the differences in primary schooling and home environments contributed to the results.

Hypothesis two predicted that gifted students would score significantly higher on the Ross Test in September than would students in regular classrooms. A one-way analysis of variance was done by group. The results of that analysis are found in Tables 9 and 10. Hypothesis two is confirmed.

TABLE 9

ROSS PRE-TEST DESCRIPTIVE STATISTICS BY GROUP

	N	$\bar{X}$	S.D.
Gifted	223	69.12	11.27
Control	102	49.68	11.06

TABLE 10

ROSS PRE-TEST

ONE-WAY ANALYSIS OF VARIANCE BY GROUP

Source	SS	D.F.	MS	F	Sig.
Between Groups	26449.63	1	26449.63	210.67	0.000
Within Groups	40553.29	323	125.55		

Using a one-way analysis of variance in May on the post test, the schools were not significantly different. Tables 11 and 12 show the results of that test.

TABLE 11

ROSS POST TEST DESCRIPTIVE STATISTICS BY SCHOOL

	N	$\overline{X}$	S.D.
School E	128	70.91	14.79
School C	197	73.37	14.62

TABLE 12

ROSS POST TEST

ONE-WAY ANALYSIS OF VARIANCE BY SCHOOL

Source	SS	D.F.	MS	F	Sig.
Between Groups	466.26	1	466.26	2.16	0.143
Within Groups	69709.74	323	215.82		

Any further one-way analyses of variance on the post test, broken down by group, by grade within the group, or by grade within the total population, produced no significant differences between the schools.

From those initial analyses, it appeared that something occurred from September to May that brought School E into line with School C on a measure of higher cognitive processes. A deeper investigation was required. Tables 13-15 describe what occurred at each grade level. Figures 1-3 present a pictoral graph of the gains. As can be seen, the gifted classes at School E, where the five-day per week program was piloted, started lower than gifted students at School C, but showed greater gains than those gifted classes at School C where a one-day per week program persisted. Figures 4-6 show the range of scores, the mean, and the standard deviation of each group at each grade level on the Fall and Spring Ross tests. Note that all of the gifted classes at School E showed gains of over one standard deviation. That cannot be said of any other total group within a school. It should be noted, also, that regular classes at the fourth and sixth grade showed greater gains at School E.

An analysis of covariance on the Ross post test with the pretest as the covariate produced the results at School C found in Table 16. Hypothesis four is confirmed at School C. Gifted students did show more growth than regular students. A similar analysis at each grade level at School C found the level of significance for group at Grade 4 to be 0.000, at grade 5 to be 0.017, and at grade 6

TABLE 13

DESCRIPTIVE STATISTICS FOR THE ROSS PRE AND POST TESTS, GRADE 4

		School E		School C	
		Pre	Post	Pre	Post
Gifted	N	25	25	48	48
	$\bar{X}$	58.00	72.20	63.00	72.92
	S.D.	11.01	8.72	10.01	9.45
		Gain $\bar{X}$ = 14.20 S.D. = 6.56 $r_{\text{pre, post}}$ = 0.80		Gain $\bar{X}$ = 9.92 S.D. = 8.38 $r_{\text{pre, post}}$ = 0.63	
Regular	N	21	21	12	12
	$\bar{X}$	43.62	55.33	46.75	50.08
	S.D.	10.31	9.17	8.24	8.27
		Gain $\bar{X}$ = 11.71 S.D. = 8.98 $r_{\text{pre, post}}$ = 0.58		Gain $\bar{X}$ = 3.33 S.D. = 8.57 $r_{\text{pre, post}}$ = 0.46	
		Total Grade			
		Pre		Post	
	N	106		106	
	$\bar{X}$	56.14		66.68	
	S.D.	12.79		12.76	
		Gain $\bar{X}$ = 10.54 S.D. = 8.60 $r_{\text{pre, post}}$ = 0.77			

TABLE 14

DESCRIPTIVE STATISTICS FOR THE ROSS PRE AND POST TESTS, GRADE 5

		School E		School C	
		Pre	Post	Pre	Post
Gifted	N	22	22	51	51
	$\bar{X}$	67.73	80.05	71.39	80.35
	S.D.	8.63	8.30	8.54	8.09
		Gain $\bar{X}$ = 12.32 S.D. = 10.38 $r_{pre,\ post}$ = 0.25		Gain $\bar{X}$ = 8.96 S.D. = 6.50 $r_{pre,\ post}$ = 0.70	
Regular	N	18	18	23	23
	$\bar{X}$	50.56	58.00	48.78	57.39
	S.D.	8.51	11.57	11.56	12.57
		Gain $\bar{X}$ = 7.44 S.D. = 7.42 $r_{pre,\ post}$ = 0.77		Gain $\bar{X}$ = 8.61 S.D. = 7.84 $r_{pre,\ post}$ = 0.79	

	Total Grade	
	Pre	Post
N	114	114
$\bar{X}$	62.83	72.13
S.D.	13.60	14.54
Gain $\bar{X}$ = 9.30 S.D. = 7.84 $r_{pre,\ post}$ = 0.85		

TABLE 15

DESCRIPTIVE STATISTICS FOR THE ROSS PRE AND POST TESTS, GRADE 6

		School E		School C	
		Pre	Post	Pre	Post
Gifted	N	28	28	49	49
	$\bar{X}$	73.29	86.00	76.65	84.59
	S.D.	10.14	8.64	9.28	7.78
		Gain $\bar{X}$ = 12.71 S.D. = 6.99 $r_{pre, post}$ = 0.73		Gain $\bar{X}$ = 7.94 S.D. = 8.10 $r_{pre, post}$ = 0.56	
Regular	N	14	14	14	14
	$\bar{X}$	57.07	64.07	54.21	56.36
	S.D.	10.18	10.92	12.39	13.07
		Gain $\bar{X}$ = 7.00 S.D. = 7.05 $r_{pre, post}$ = 0.78		Gain $\bar{X}$ = 2.15 S.D. = 5.56 $r_{pre, post}$ = 0.91	

		Total Grade	
		Pre	Post
	N	105	105
	$\bar{X}$	70.15	78.47
	S.D.	13.36	14.50
		Gain $\bar{X}$ = 8.32 S.D. = 7.98 $r_{pre, post}$ = 0.81	

FIGURE 1

GRADE 4

ROSS TEST MEAN GAINS

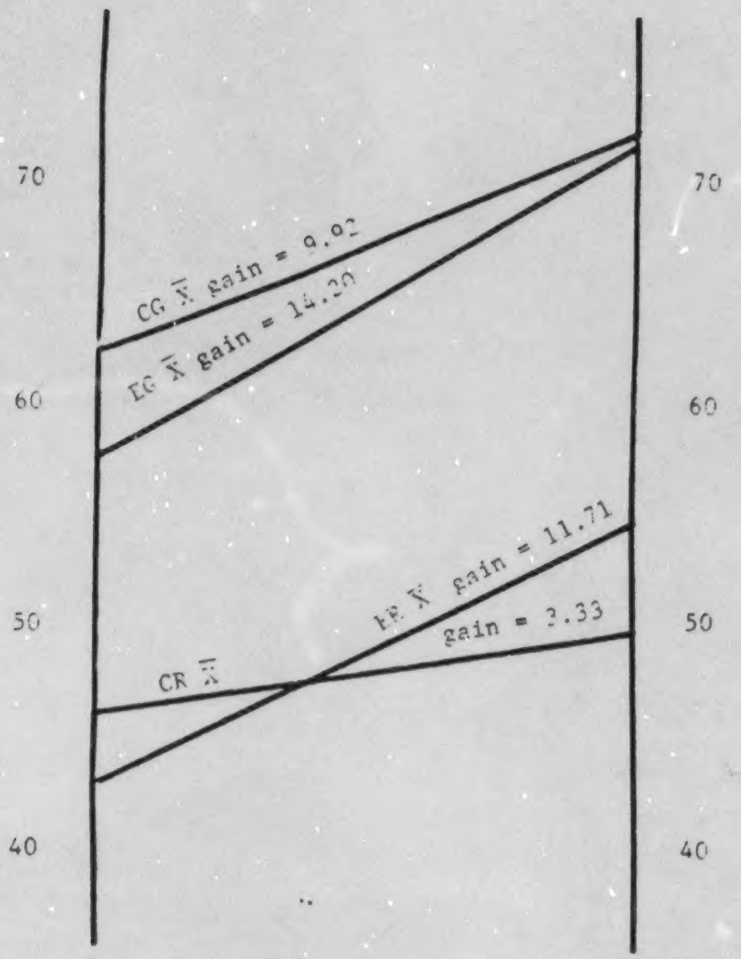

FIGURE 2

GRADE 5

ROSS TEST MEAN GAINS

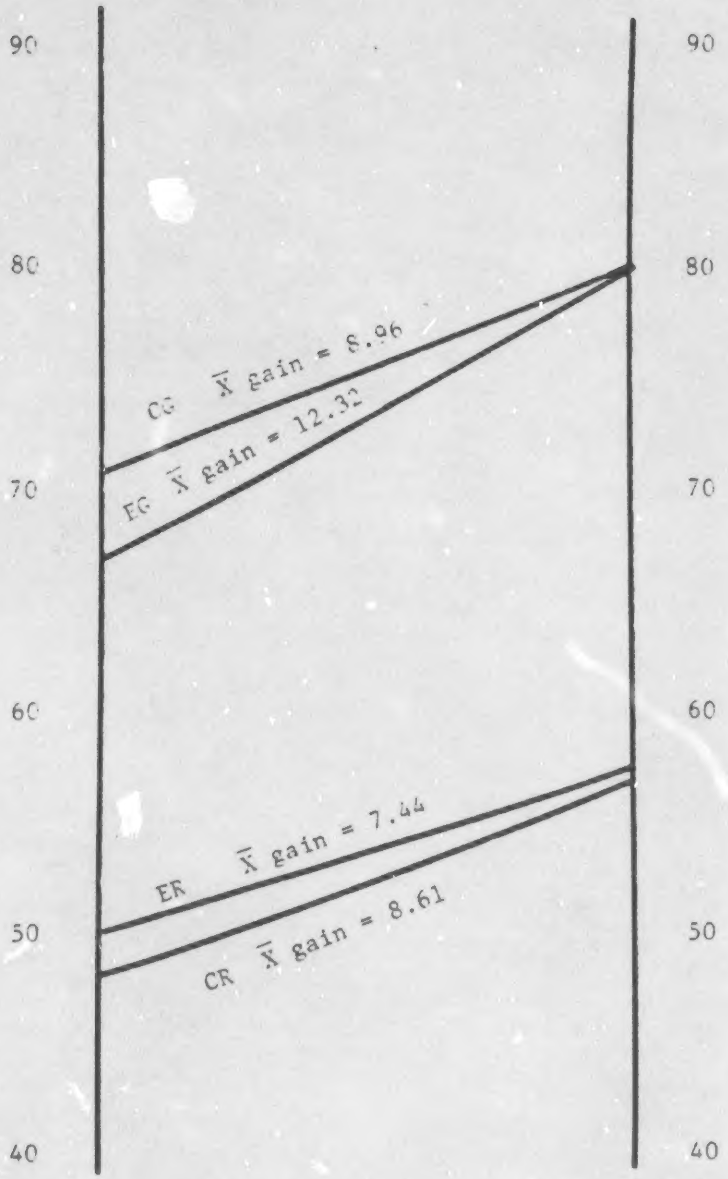

FIGURE 3

GRADE 6

ROSS TEST MEAN GAINS

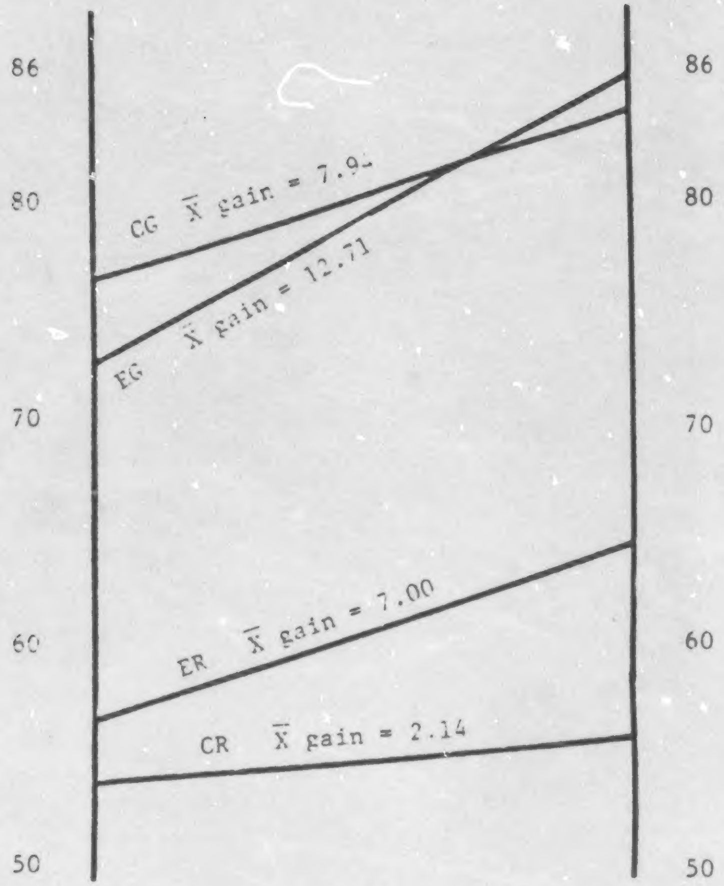

FIGURE 4

GRADE 4 ROSS RANGES ON PRE- AND POST TESTS

MEANS, STANDARD DEVIATIONS, MEAN GAINS

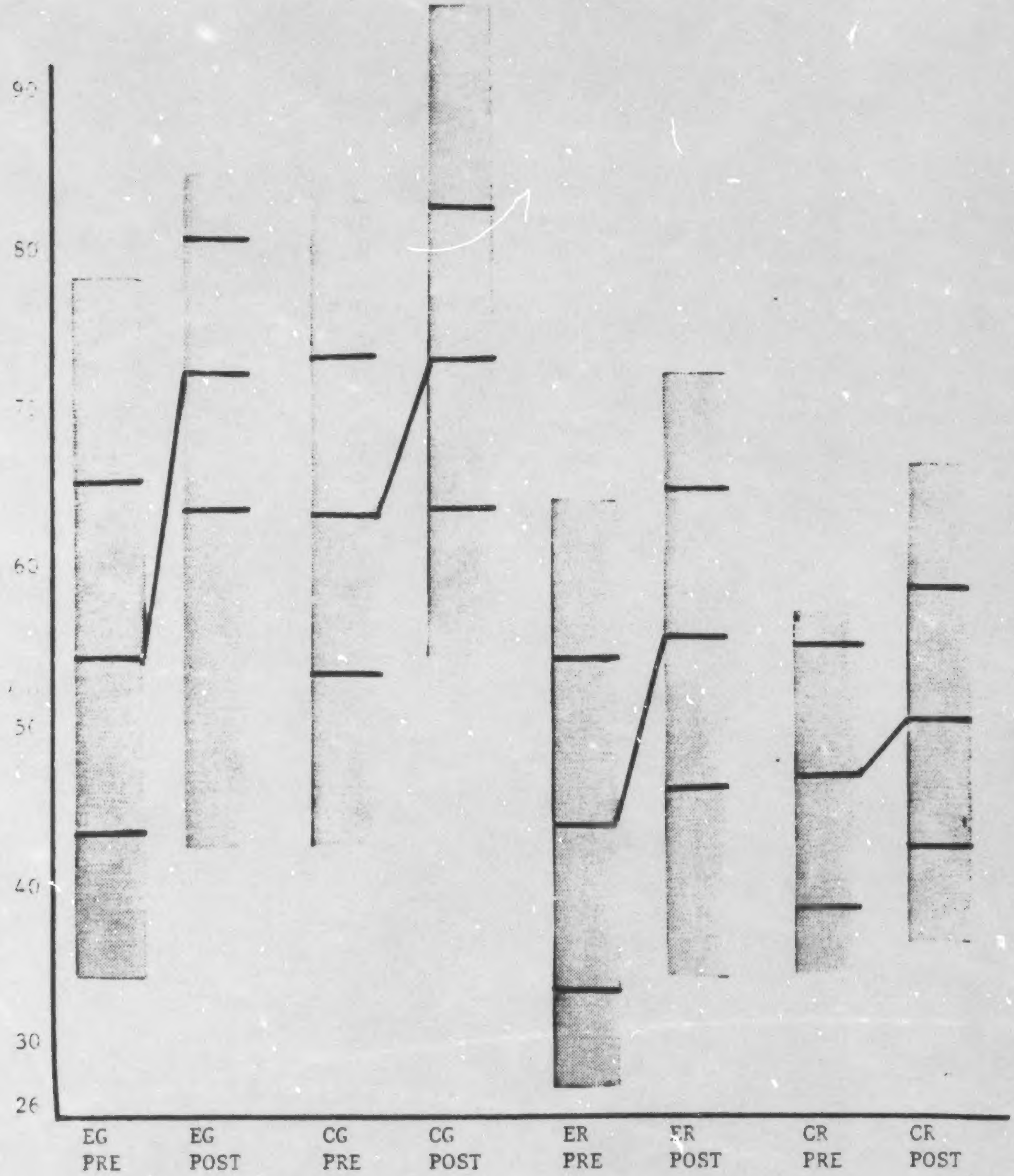

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FIGURE 5

GRADE 5 ROSS RANGES ON PRE- AND POST TESTS

MEANS, STANDARD DEVIATIONS, MEAN GAINS

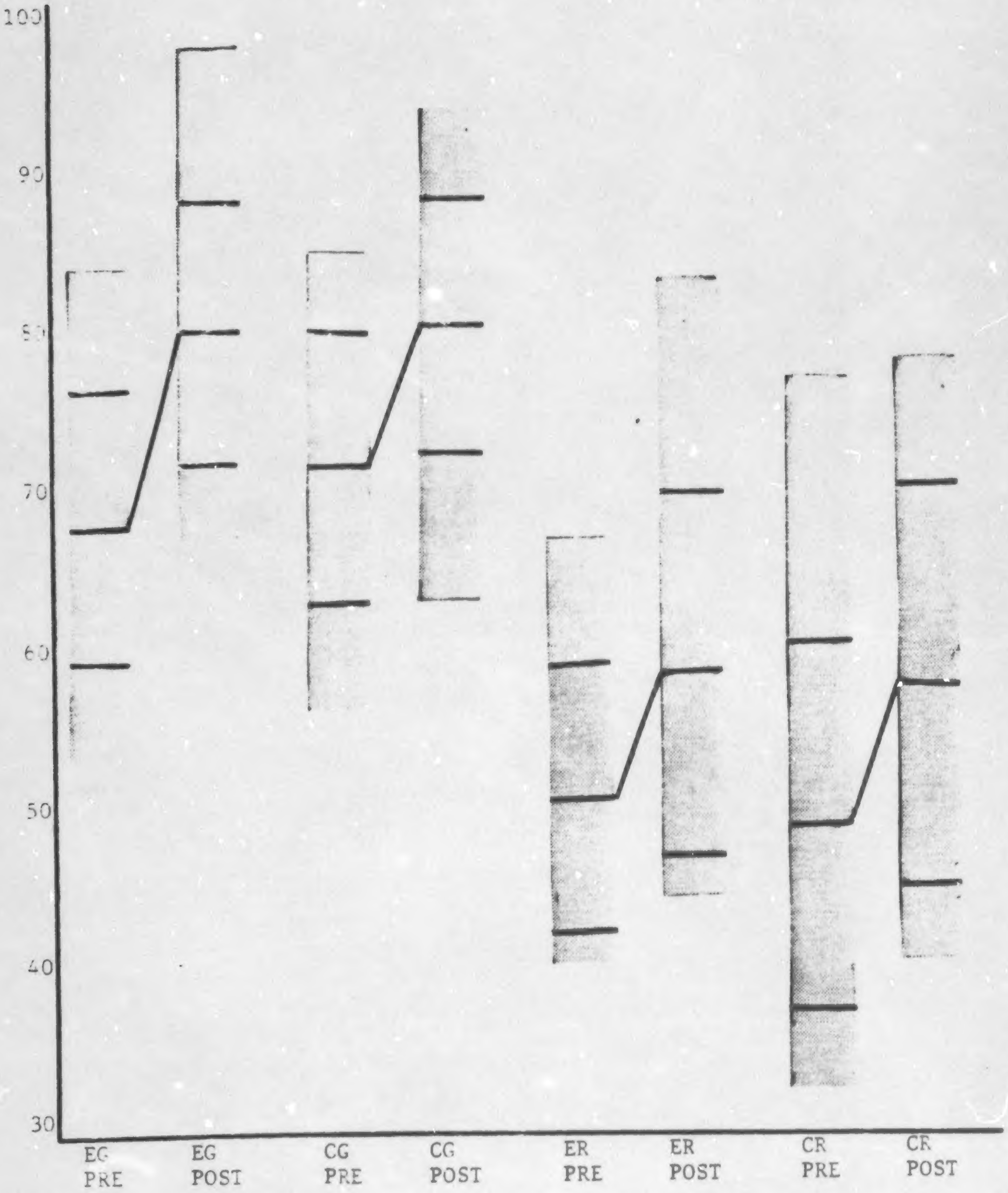

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FIGURE 6

GRADE 6 ROSS RANGES ON PRE- AND POST TESTS

MEANS, STANDARD DEVIATIONS, MEAN GAINS

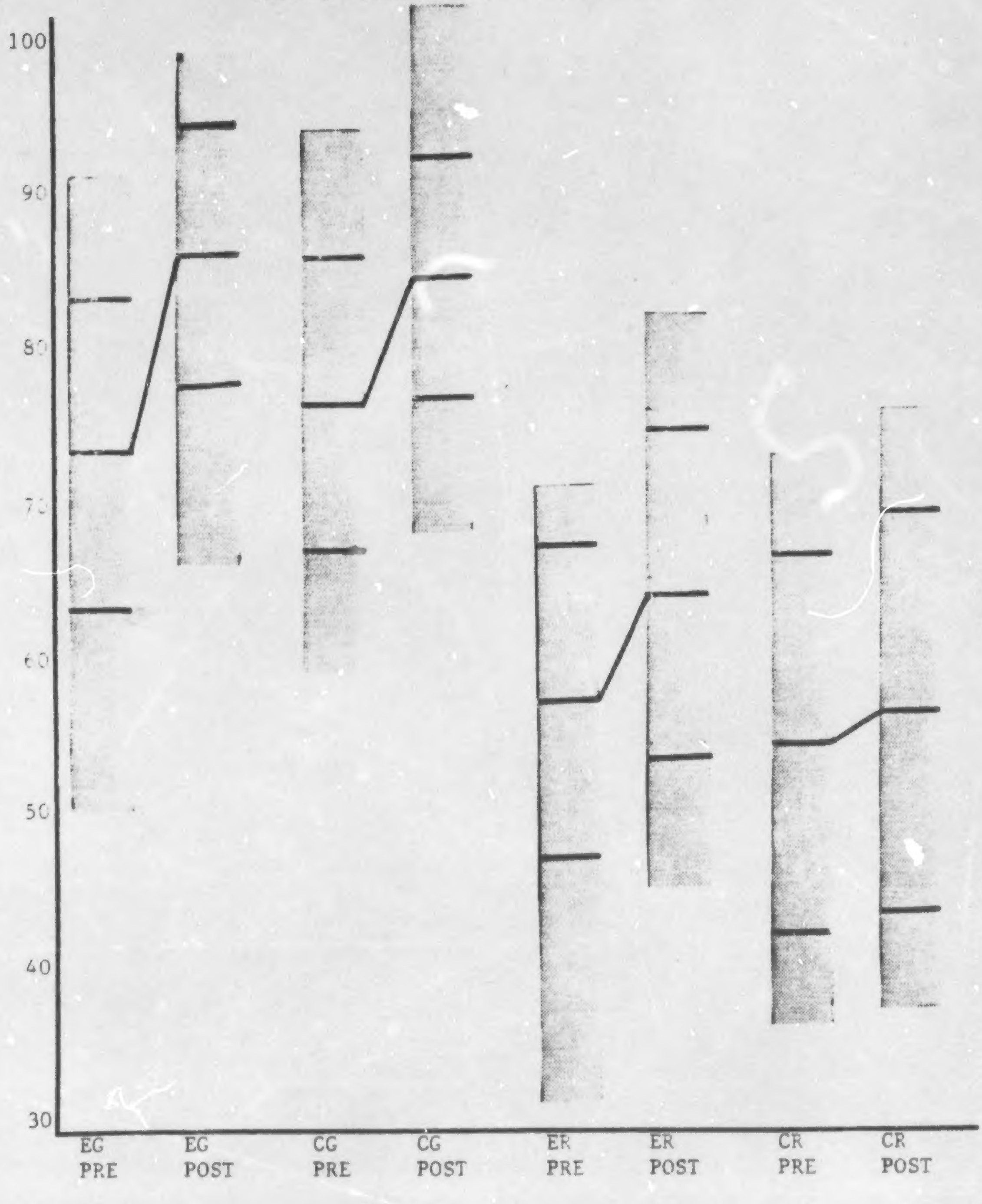

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TABLE 16

ANALYSIS OF COVARIANCE OF ROSS POST TEST SCORES WITH PRE-TEST SCORES AS COVARIATE FOR SCHOOL C

Source of Variation	SS	DF	MS	F	Sig.
Covariate-Ross 1	30336.61	1	30336.61	641.93	0.000
Main Effects	2388.92	3	796.31	16.85	0.00
Grade	66.19	2	33.10	0.70	0.498
Group	2322.73	1	2322.73	49.15	-0.000
Two-Way Interaction Grade Group	211.07	2	105.53	2.23	0.110

to be 0.000. The strong gains of the regular group at the fifth grade level at School C reduced some of the significance of the gifted scores at that grade.

Table 17 shows the results of an analysis of covariance on the Ross post test with the pre-test as the covariate at School E. Hypothesis four is confirmed at School E also. A similar analysis at each grade level at School E found the level of significance for group at grade four to be 0.001, at grade five to be 0.004, and at grade six to be 0.000.

When an analysis of covariance for the Ross post test with the pre-test as the covariate was done for all regular students, interesting results occurred. Table 18 describes those somewhat surprising and unexpected results.

TABLE 17

ANALYSIS OF COVARIANCE OF ROSS POST TEST SCORES WITH PRE-TEST SCORES AS THE COVARIATE FOR SCHOOL E

Source of Variation	SS	DF	MS	F	Sig.
Covariate-Ross 1	19575.70	1	19575.70	386.70	0.000
Main Effects	1995.72	3	665.24	13.14	0.000
Grade	87.69	2	43.85	0.87	0.423
Group	1908.03	1	1908.03	37.69	0.000
Two-Way Interaction Grade Group	97.24	2	48.62	0.96	0.386

TABLE 18

ANALYSIS OF COVARIANCE OF THE ROSS POST TEST SCORES WITH PRE-TEST SCORES AS THE COVARIATE FOR REGULAR STUDENTS

Source of Variation	SS	DF	MS	F	Sig.
Covariate-Ross 1	7225.34	1	7225.34	128.70	0.000
Main Effects	403.24	3	134.41	2.39	0.073
School	307.87	1	307.87	5.48	0.021
Grade	95.38	2	47.69	0.85	0.431
Two-Way Interaction School Grade	349.15	2	174.58	3.11	0.049

When this analysis was broken down by grade, the level of significance for school at grade four was 0.02, at grade five, 0.68, and at grade six, 0.05. It is clear that control groups at School E at grades four and six made significantly greater gains than control groups at those grades at School C. No hypotheses was made regarding these results, but they are included here for information that may be useful in any future replication studies.

Table 19 presents the analysis of covariance for the Ross post test with the pre-test as the covariate for all gifted students. Those results confirm hypothesis five that students in a five-day per week gifted program would show more growth in higher cognitive processes than would students in a one-day per week program.

TABLE 19

ANALYSIS OF COVARIANCE OF THE ROSS POST TEST SCORES
WITH PRE-TEST SCORES AS THE COVARIATE FOR GIFTED STUDENTS

Source of Variation	SS	DF	MS	F	Sig.
Covariate-Ross 1	11227.60	1	11227.60	257.95	0.000
Main Effects	913.45	3	304.48	7.00	0.000
School	393.52	1	383.52	8.81	0.003
Grade	529.93	2	264.97	6.09	0.003
Two-Way Interaction Grade Group	22.40	2	11.20	0.26	0.773

Finally, the one-way analysis of variance shown in Table 12 illustrated that on the Ross post test there was no significant difference between the schools, unlike the difference that existed on the pre-test (see Table 4). The analysis of covariance shown in Table 20 for the total population confirms hypothesis five once more. Greater growth in the higher cognitive processes occurred at School E, for this is reflected in Table 21 which shows the adjusted means of the gifted students at both schools at all three grade levels, as determined in the analysis of covariance shown in Table 18.

The basic data upon which Tables 10, 12, 16, 17, 18, 19 and 20 were based is often the same, and so one must note that there are clear "statistical redundancies" in these findings. Strictly speaking statisticians prefer that the final Table 20 results and error terms would be utilized to test any combinations of differences illustrated in Tables 9-19, as *Post Hoc* comparisons. The findings in Tables 9-19 would be *conservative* versions of such *Post Hoc* findings. That is, the earlier significant findings would have been significant at higher levels, and other non-significant findings might have been significant through the *Post Hoc* tests.

Teachers of the gifted at both schools were asked to submit names of children in May whom they considered to be weak in higher cognitive processes, and who found little success in the program. Scattergrams were done in the Fall and again in the Spring for each grade level, by school, by group, using NCE reading scores from the

TABLE 20

ANALYSIS OF COVARIANCE OF THE ROSS POST TEST SCORES WITH PRE-TEST SCORES AS THE COVARIATE FOR THE TOTAL POPULATION

Source of Variation	SS	DF	MS	F	Sig.
Covariate-Ross 1	49855.93	1	49855.93	1029.33	0.000
Main Effects	4734.00	4	1183.50	24.44	-0.000
School	520.81	1	520.81	10.75	0.001
Grade	13.07	2	6.53	0.14	0.874
Group	4200.12	1	4200.12	86.72	0.000
Two-Way Interactions	314.82	5	62.97	1.30	0.264
School Grade	172.02	2	86.01	1.78	0.171
School Group	26.14	1	26.14	0.54	0.463
Grade Group	145.15	2	72.58	1.50	0.225
Three-Way Interaction School Grade Group	59.40	2	79.70	1.65	0.195

TABLE 21

ADJUSTED MEANS ON THE ROSS POST TEST OF GIFTED STUDENTS

	Grade 4	Grade 5	Grade 6
School E	76.14	78.04	78.53
School C	73.03	74.93	75.42

CAT along the vertical axis and the Ross Test along the horizontal axis. Those scattergrams were in nine sections; the top right one-ninth being high on both measures, the bottom left one-ninth being low on both measures. It was expected that those children who fell in the bottom left one-ninth on the Fall scattergram would experience difficulty in the program. Students who were also low on reading and average on the Ross pre-test scores or average on the reading scores and low on the Ross pre-test scores for their class were hypothesized to be possible candidates for difficulty in the program. The picture below demonstrates the diagram of scores. Rd stands for reading, R for Ross, L for low, H for high, and A for average.

	L R		H R	
H Rd	H Rd L R	H Rd A R	H Rd H R	H Rd
	A Rd L R	A	A Rd H R	
L Rd	L Rd L R	L Rd A R	L Rd H R	L Rd
	L R		H R	

At School E the fourth grade teacher submitted four names, but explained that their lack of task commitment and organization was largely responsible for their lack of success, rather than poor critical thinking skills. Only one of the four fell in the bottom left one-ninth (L Rd, L R) on the Fall scattergram, and he showed great improvement in both areas by Spring, rising to the (H Rd, A R) ninth. The two students who fell in the bottom left one-ninth (L Rd, L R) on the Fall scattergram and bottom left and bottom center ninths on the Spring scattergram were not even mentioned by the teacher. A discussion with the teacher elicited the response that they were very hard working youngsters. The researcher questions whether they should remain in a gifted program where they may well face much frustration.

The fifth grade teacher at School E, who also was the researcher of this study, submitted six names. Of twenty-two children, eleven fell below the NCE of 80 in reading on the CAT, 1982. Of the six names submitted, three were in the bottom left one-ninth of the Fall scattergram (L Rd, L R) and two others were in the very bottom of the bottom center ninth (L Rd, A R). The one remaining student fell in the top left ninth (H Rd, L R). There was one child in the bottom left ninth not mentioned by the teacher. That child plus the one in the (H Rd, L R) ninth both made remarkable gains by Spring. They were both students new to the gifted program that year. Of the other five named by the teacher, all made gains, but three still remained in the bottom left ninth on the scattergrams, and two others remained in the bottom center ninth. Three of those children had gained twenty-one to twenty-two points on the Ross, but they were still low compared to the class. Of the eleven who scored below the NCE of 80 on the CAT, 1982 reading, nine scored below the class mean on the Ross post test. For that class, reading ability in the Fall seemed to strongly affect their progress in higher level critical thinking skills. The researcher questions whether gifted children below a NCE score of 80 in reading might not be better served in a regular classroom where just basic skills are stressed. For this class, five of the six names submitted by the teacher as weak in critical thinking skills and meeting little success in the program did show up in the bottom left and bottom center ninths of both the Fall and Spring scattergrams. Additionally, three of those five had parents who were very negative. The one child on the teacher's list who started in the (H Rd, L R) ninth also had a very negative parent, even though that child grew thirty-one points on the Ross Test, and he, himself, marked on the Spring questionnaire that he had enjoyed the program very much. The child was also absent thirty-seven days. A few parents did not want the pressure on their children to achieve to potential. Others were delighted. One child who fell in the furtherest bottom left corner of the scattergram in the Fall was withdrawn from the program in November, not, however, without much verbal abuse about the program and its teacher from the parents. Sadly, the child had been admitted to the program because of political pressure and a privately administered I.Q. test. He was extremely frustrated in the class, and his needs were much better served in the regular classroom. It was unfortunate he was ever subjected to the whole ordeal. The teacher had tried to communicate to the parents a year earlier in the one-day per week program that he did not belong in a gifted class, but that information was summarily dismissed by the parents. Such incidents have led the researcher to believe that much more careful standards for admission to the program must be established to avoid frustration and damaged self-images of children, as well as negative, troublesome parents.

At the sixth grade level at School E, the teacher submitted three names as weak in critical thinking skills and relatively unsuccessful in the program. The researcher had taught those children the year earlier in the one-day per week program, and concurred with those three names, and would have added two more. Two of the three names plus the two the researcher would have added fell in the bottom left one-ninth of the scattergram (L Rd, L R) in the Fall. One of those children who had been at the very bottom left corner of that one ninth made twenty-nine NCE points of growth in reading and twenty-one points of growth on the Ross Test, but he still remained second from the lowest in the class on the Ross post test. The child's mother was very negative. Of the other three (one named by the teacher, and two by the researcher from past experience), all three fell into the bottom left and bottom center ninths of the Spring scattergram. One other child, named by neither the teacher nor the researcher, fell in one of those two ninths on both the Fall and Spring scattergrams, well below the means of the class. One of the children the researcher named had been another instance of admission because of political pressure and a private I.Q. test. The parent of that child was negative and troublesome, wielding, however, much power in the schools. The researcher quizzed the teacher as to why the child's name was not submitted. The response was that the child's homework was always good, but that he did little in class. The researcher's experience with the child seemed to indicate that homework was of a quality an adult would produce, but classwork was inferior for a child in that classroom. The teacher concurred with the researcher that much of what the child produced of quality was probably not done by the child. The researcher again suggests that stricter guidelines for admission need to be followed. In the sixth grade class at School E, then, of the five names submitted, three fell into the bottom left and bottom center ninths of both the Fall and Spring scattergrams.

School C teachers of the gifted submitted a total of ten names from their thirteen classes as being less advanced in critical thinking skills. There was a communication problem with School C on this portion of the study, and because of insufficient information from them, this part of the study could not be thoroughly explored. Of the five names submitted at the fourth grade level, all five fell in either the bottom left (L Rd, L R), bottom center (L Rd, A R), or left center (A Rd, L R) ninths on both the Fall and Spring scattergrams. To the researcher, some names not submitted held more interest. The lowest scorer on both the Fall and Spring Ross Test was unmentioned, and she dropped twenty-eight NCE points in reading. Little can be concluded about the five children, other than that the scattergrams from the Fall indicated they might have difficulty in the program due to low reading and/or low Ross scores, and, apparently, based on the Spring scattergram and the teachers' assessments, they did. There were, however, ten others, not mentioned, that also fell in those three ninths of the scattergrams in both Fall and Spring. The researcher, without feedback from the teachers at School C, can make no speculations as to why. It is suspected that the directions to the teachers regarding the submission of names was not clear.

Four names at the fifth grade level were submitted by the teachers of the gifted at School C. One of those was in the bottom left ninth of the scattergram in the Fall, but did not take the test in the Spring. Of the three others, two were in the bottom left, center left, or bottom center ninths on both the Fall and Spring scattergrams. The third dropped from the center most ninth to the bottom center. One student who was in the bottom left ninth on both the Fall and Spring scattergrams was not mentioned. Why is not known.

Only one name was submitted at the sixth grade level. That child did begin in the bottom left ninth of the scattergram in the Fall, but moved to the top left ninth by Spring. His critical thinking skills didn't improve much, but his reading certainly did. There were five others, not mentioned, that fell in the bottom left and center left ninths of the scattergrams in both Fall and Spring. One of those was in the bottom left ninth of the scattergrams both times. Without information from the teachers, it cannot be speculated as to why that child, or any of the other four, were not mentioned.

There was not substantial evidence to confirm hypothesis three. There does seem to be some merit to watching carefully those students who score low on the Ross Test and the CAT reading. Perhaps "borderline" children for admission to the gifted program should be administered the Ross Test, and if the score is a standard deviation or more below the mean of the gifted class at that grade level, then he/she should not be admitted to the program. The researcher further suggests that children below a NCE score of 80, or certainly below 75, on the CAT reading, would be better served in a regular classroom until such time as basic reading skills are more firmly established.

Findings Dealing With Performance On The California Achievement Test--Hypothesis 6

The sixth hypothesis deals with performance of gifted children in a five-day per week gifted program on the California Achievement Test compared to the performance of gifted children in a one-day per week gifted program. It was predicted that those in a five-day per week program would do as well as or better than those in a one-day per week program, taking into account where each group began. Table 22 shows the mean scores of each grade at each school, gifted and regular students, on the 1982 and 1983 CAT reading, language, math, and total battery, along with the gain in NCE points. The means each year were calculated using all those students in the sample taking the test. The mean gains were calculated using only those students who took both the 1982 and 1983 tests.

Key:

Rd = reading
M = math
82 = 1982 mean score
83 = 1983 mean score
L = language
T = total battery
G = gifted students
R = regular students

One-way analysis of variance tests were done to compare all gifted students at the two schools and at each grade level of gifted students at the two schools on the CAT, 1982 reading, language, math, and total battery scores. The same was done for the 1983 CAT subtests and battery. There was no significant difference between the schools of the total gifted population or at any gifted grade level on any of the CAT subtests or the CAT battery in either 1982 or 1983 with the following exceptions:

1. School E scored significantly higher at the 0.02 level, on the CAT, 1982 language test than did School C.

TABLE 22

MEAN SCORES AND GAIN FOR THE 1982 AND 1983 CAT READING, LANGUAGE, MATH, AND TOTAL BATTERY

School E												
	Rd 82	Rd 83	Rd Gain	L 82	L 83	L Gain	M 82	M 83	M Gain	T 82	T 83	T Gain
4th G	90.6	85.4	-6.0	87.5	84.9	-2.8	86.1	83.6	-1.5	92.0	87.0	-4.6
4th R	64.7	64.7	0.9	65.0	70.0	6.2	69.5	63.9	-1.7	68.3	66.6	0.6
5th G	82.9	85.0	2.1	88.6	94.2	5.6	86.0	88.2	2.2	88.0	94.0	6.0
5th R	57.6	59.5	1.9	67.6	67.1	-1.0	62.7	64.4	1.7	61.8	64.0	0.6
6th G	85.0	88.0	2.8	87.7	85.0	-3.0	89.0	85.7	-2.5	91.5	89.1	-2.2
6th R	65.4	60.5	-4.9	64.1	66.0	1.9	64.4	62.1	-3.2	65.4	63.3	-3.0
School C												
4th G	87.9	84.8	-3.4	80.3	86.9	6.5	88.5	86.7	-1.9	91.2	89.0	-2.4
4th R	61.8	61.1	-0.9	61.4	63.9	0.8	63.5	61.1	-3.7	63.3	62.8	-1.3
5th G	84.3	86.7	2.6	84.3	86.5	2.5	81.0	87.4	7.6	85.6	91.5	6.3
5th R	56.8	63.7	5.6	58.8	63.9	3.8	56.5	61.9	3.2	58.0	63.9	3.7
6th G	89.9	89.1	-0.7	88.2	89.6	-0.4	90.4	86.8	-3.6	95.1	91.2	-3.9
6th R	56.5	63.9	3.8	66.0	62.2	-8.5	51.3	55.4	-0.7	57.1	60.9	-1.2

2. School C fourth grade gifted was significantly higher, at the 0.01 level, than the fourth grade gifted at School E on the CAT, 1982 language test.
3. Fifth grade gifted students at School E scored significantly higher, at the 0.005 level on the CAT, 1983 language test than did the fifth grade gifted at School C.

On the basis of the one-way analysis of variance tests, School E gifted students did score as well as School C on all parts of the CAT, 1983 test, and significantly better at the fifth grade level in language.

Taking into account where all started, analysis of covariance tests of the CAT, 1983 scores with the CAT, 1982 scores as covariates were done. Tables 23-25 show the results of the analyses of covariance of the CAT battery, the CAT reading, and the CAT language. There is some redundancy again in these results, since the total battery scores were made up of, in part, reading and language scores.

Because math, by and large, was not taught by the teachers of the gifted to their students, a table of math results was not here included. However, the researcher did study those results and found no significant difference between the schools again at the 0.97 level.

TABLE 23

ANALYSIS OF COVARIANCE OF THE CAT, 1983 TOTAL BATTERY WITH THE CAT, 1982 TOTAL BATTERY AS THE COVARIATE FOR THE TOTAL POPULATION

Source of Variation	SS	DF	MS	F	Sig.
Covariate-CAT 82T	62916.27	1	62916.27	1247.00	0.000
Main Effects	4673.00	4	1168.25	23.15	-0.000
Group	1846.38	1	1846.38	36.60	0.000
School	0.33	1	0.33	0.01	0.935
Grade	2280.36	2	1140.18	22.60	0.000
Two-Way Interactions	539.04	5	107.81	2.14	0.061
Group School	4.67	1	4.67	0.09	0.761
Group Grade	488.03	2	244.02	4.84	0.009
School Grade	23.46	2	11.73	0.23	0.793
Three-Way Interaction Group School Grade	147.88	2	73.94	1.47	0.233

There was no significant difference between the schools on the CAT, 1983 battery, meaning School E students did just as well as School C students. Hypothesis six is confirmed. Note should be taken, from Table 22, that the fifth grade at both schools showed the most gain on the CAT battery with the fifth grade gifted at School E scoring highest of any classes in the sample on the 1983 CAT battery.

TABLE 24

ANALYSIS OF COVARIANCE OF CAT, 1983 READING WITH THE CAT, 1982 READING AS THE COVARIATE FOR THE TOTAL POPULATION

Source of Variation	SS	DF	MS	F	Sig.
Covariate-Reading 82	53949.41	1	53949.41	618.55	0.000
Main Effects	3388.63	4	847.16	9.71	0.000
Group	2234.02	1	2234.02	25.61	0.000
School	49.61	1	49.61	0.57	0.451
Grade	781.23	2	390.61	4.48	0.012
Two-Way Interactions	485.40	5	97.08	1.11	0.353
Group School	43.13	1	43.13	0.49	0.483
Group Grade	373.82	2	186.91	2.14	0.119
School Grade	37.90	2	18.95	0.22	0.805
Three-Way Interaction Group School Grade	306.07	2	153.04	1.76	0.175

Hypothesis six is confirmed again for reading. There is no significant difference between the schools in reading achievement.

Hypothesis six is further confirmed in Table 25 which demonstrates that there was no significant difference between schools in language. There were some significant interactions which, a study of Table 22 may help to clarify. Notice that at School E, the fourth grade regular and the fifth grade gifted class made very large gains in language, with the fifth grade gifted scoring the highest of any group in the sample. The researcher refers the reader to the one-way analysis of variance study mentioned on page 72, and the item three exception. At School C the fourth grade gifted showed a large gain while the sixth grade regular showed a large drop.

TABLE 25

ANALYSIS OF COVARIANCE OF THE CAT, 1983 LANGUAGE WITH
THE CAT, 1982 LANGUAGE AS THE COVARIATE FOR THE TOTAL POPULATION

Source of Variation	SS	DF	MS	F	Sig.
Covariate-Language 82	43249.30	1	43249.30	456.73	0.000
Main Effects	4912.44	4	1228.11	12.97	-0.000
Group	4135.83	1	4135.83	43.68	-0.000
School	0.04	1	0.04	0.00	0.985
Grade	436.87	2	218.43	2.31	0.101
Two-Way Interactions	1005.61	5	201.12	2.12	0.063
Group School	489.79	1	489.79	5.17	0.024
Group Grade	239.16	2	119.58	1.26	0.284
School Grade	233.97	2	116.98	1.24	0.292
Three-Way Interaction Group School Grade	1339.81	2	669.91	7.08	0.001

To sum, hypothesis six is confirmed. Students in a five-day per week gifted program achieved as well as those in a one-day per week gifted program. Further, the fifth grade gifted at School E seems to have performed better on the CAT, 1983 language and scored highest on the CAT, 1983 total battery.

Findings Dealing With Student And Parent Expectations, Perceptions, And Responses To The Gifted Program At Their Respective Schools--Hypotheses 7-10

The four hypotheses in this category deal with positive versus negative response to the gifted programs. It was predicted that: (1) Parent and student response to gifted programs at both schools would be positive; (2) Parent response to the five-day per week program would be as positive or more positive than that to the one-day per week program; (3) Where district goals of the gifted program were not understood or where individuals differed with those goals, the response to the gifted program would be less positive; and (4) Where a student was not successful in the gifted program as assessed by the teacher, and/or where the student performed well below the class mean on the Ross Test, and/or where the student performed below the NCE of 80 in the nation of reading scores on the CAT, that student and his/her parents would not view the gifted program positively. Table 26 presents the questionnaires and the percentage of responses to each question. The following is a key for interpretation.

S = student

P = parent

Q_1 = Fall questionnaire

Q_2 = Spring questionnaire

NA = not applicable

TABLE 26

QUESTIONNAIRE

Directions: For the following statements please rank with a letter the importance of that statement for the gifted program.

A = very important
B = important
C = not very important
D = not important at all
E = do not understand the statement

Draw a circle around the letter in the right hand column that best expresses your opinion.

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
Goals									
1. Basic language skills of grammar, writing, and spelling should be taught.	A	45	84.4	49.4	93.1	Items 1-5 are not applicable to School C because the teaching of basic skills was not the focus of a one-day per week gifted program.			
	B	47.5	11.7	41.2	6.9				
	C	6.3	3.9	9.4	-				
	D	1.3	-	-	-				
	E	-	-	-	-				
2. Basic reading skills should be taught.	A	55	80.5	51.8	83.1				
	B	28.8	15.6	35.3	14.1				
	C	10	3.9	11.8	2.8				
	D	6.3	-	1.2	-				
	E	-	-	-	-				

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
3. Basic math skills should be taught.	A	67.5	85.7	68.2	88.9				
	B	7.5	10.4	21.2	8.3				
	C	3.7	3.9	9.4	2.8				
	D	1.3	-	1.2	-				
	E	-	-	-	-				
4. Social studies concepts and content should be presented.	A	25.0	48.1	35.7	44.4				
	B	48.7	46.8	41.7	52.8				
	C	17.5	2.6	19.0	2.8				
	D	6.3	1.3	1.2	-				
	E	2.5	1.3	2.4	-				
5. Science concepts, content, and experiments should be presented.	A	57.0	59.2	46.3	61.1				
	B	35.4	39.5	36.6	38.9				
	C	3.8	1.3	14.6	-				
	D	3.8	-	1.2	-				
	E	-	-	1.2	-				
6. (1) Higher level critical thinking skills of analysis, synthesis, and evaluation should be developed.	A	46.3	55.8	35.3	61.1	31.0	56.4	46.5	62.9
	B	27.5	41.6	40.0	34.7	42.6	39.1	43.8	37.1
	C	13.8	2.6	16.5	4.2	11.6	3.8	5.6	-
	D	1.3	-	4.7	-	-	-	2.1	-
	E	11.3	-	3.5	-	14.8	0.6	2.1	-

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School G			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
7. (2) Creative thinking skills of fluency, flexibility, originality, and elaboration should be developed.	A	52.5	61.8	45.9	61.1	49.7	61.5	62.2	57.1
	B	35.0	35.5	36.5	37.5	43.2	36.5	28.0	37.1
	C	6.3	2.6	11.8	1.4	3.9	1.3	7.7	5.7
	D	2.5	-	2.4	-	1.9	-	0.7	-
	E	3.7	-	3.5	-	1.3	0.6	1.4	-
8. (3) Problem solving skills of hypothesizing, validation, and evaluation should be developed.	A	23.7	52.6	29.4	61.1	32.7	60.4	35.5	68.6
	B	42.5	46.1	38.8	36.1	38.6	36.4	45.4	31.4
	C	15.0	1.3	15.3	2.8	17.0	3.2	13.5	-
	D	3.7	-	2.4	-	-	-	2.8	-
	E	15.0	-	14.1	-	11.8	-	2.8	-
9. (4) Inquiry skills in which students identify a problem, research and collect data concerning the problem, and then analyze the data should be developed.	A	31.3	44.7	35.3	44.4	24.5	58.3	28.0	77.1
	B	32.5	48.7	34.1	54.2	47.1	39.1	50.3	22.9
	C	18.8	6.6	20.0	1.4	9.0	2.6	11.9	-
	D	1.3	-	5.9	-	2.6	-	7.7	-
	E	16.3	-	4.7	-	16.8	-	2.1	-
10. (5) Independent learning skills should be developed, and independent learning activities should be provided to aid in that development.	A	37.5	50.6	45.9	55.6	57.1	64.1	46.5	71.4
	B	36.2	49.4	29.4	37.5	29.9	30.8	36.6	28.6
	C	15.0	-	14.1	6.9	10.4	4.5	12.0	-
	D	5.0	-	5.9	-	-	-	2.1	-
	E	6.3	-	4.7	-	2.6	0.6	2.8	-

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
11. Leadership training should occur. (6)	A	18.8	31.2	20.0	25.4	25.2	21.2	27.0	20.0
	B	31.3	48.1	35.3	46.5	36.8	56.4	25.5	68.6
	C	30.0	20.8	27.1	28.2	22.6	18.6	35.5	11.4
	D	17.5	-	12.9	-	9.0	3.2	9.2	-
	E	2.5	-	4.7	-	6.4	-	2.8	-
12. Activities to develop self-awareness and (7) self-acceptance should be provided.	A	25.6	50.0	22.4	37.5	33.3	45.5	28.2	42.9
	B	43.6	35.5	49.4	55.6	40.5	46.2	44.4	48.6
	C	15.4	14.5	20.0	6.9	11.8	6.4	21.8	5.7
	D	7.7	-	2.4	-	1.3	1.3	4.9	-
	E	7.7	-	5.9	-	13.1	0.6	0.7	2.9
13. Activities to develop awareness and (8) acceptance of others should be provided.	A	26.9	46.8	27.4	38.9	36.4	38.5	28.9	42.9
	B	44.9	41.6	39.3	52.8	33.8	51.3	45.1	51.4
	C	16.7	10.4	19.0	8.3	16.2	7.7	21.2	2.9
	D	5.1	1.3	2.4	-	2.6	1.9	4.2	-
	E	-	-	-	-	11.0	0.6	0.7	2.9
14. Group interaction with classmates to (9) solve a problem should occur often.	A	31.6	32.9	34.9	25.0	35.3	30.8	38.5	34.3
	B	43.0	52.6	49.4	56.9	40.5	59.0	42.0	57.1
	C	13.9	14.5	7.2	18.1	18.3	9.6	14.0	8.6
	D	5.1	-	2.4	-	3.9	0.6	4.9	-
	E	6.3	-	6.0	-	2.0	-	0.7	-

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
15. (10) The gifted program should provide a differentiated curriculum--i.e., a curriculum different from that found in a regular classroom.	A	33.8	31.1	49.4	35.3	40.6	55.6	60.8	54.3
	B	36.2	47.3	22.4	41.2	16.8	28.1	17.5	25.7
	C	17.5	14.9	11.8	22.1	6.5	13.1	7.7	17.1
	D	3.7	4.1	3.5	-	1.3	1.3	8.4	2.9
	E	8.8	2.7	12.9	1.5	34.8	2.0	5.6	-
16. Acceleration of basic skills should occur.	A	33.8	39.2	31.7	50.0	NA	NA	NA	NA
	B	40.0	44.6	40.2	34.7				
	C	13.8	13.5	11.0	12.5				
	D	2.5	1.4	3.7	2.8				
	E	10.0	1.4	13.4	-				
17. (11) Research and library skills should be taught.	A	21.8	53.3	22.4	52.1	21.9	27.7	9.4	20.0
	B	34.6	41.3	42.4	46.5	25.2	52.9	20.9	71.4
	C	32.1	5.3	24.7	1.4	27.7	16.1	33.8	8.6
	D	11.5	-	10.6	-	24.5	2.6	35.3	-
	E	-	-	-	-	0.6	0.6	0.7	-
18. (12) Strict discipline should be maintained in the classroom.	A	20.0	30.7	27.1	30.0	19.6	19.9	4.2	14.3
	B	38.8	45.3	30.6	52.9	35.9	38.5	18.2	51.4
	C	27.5	18.7	25.9	15.7	26.8	36.5	42.0	28.6
	D	8.8	5.3	14.1	-	16.3	5.1	35.0	5.7
	E	5.0	-	2.4	1.4	1.3	-	-	-

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
19. (13) Parent involvement in the child's learning should occur.	A	32.5	44.0	25.0	29.6	37.7	19.5	24.6	17.1
	B	43.9	48.0	46.4	52.1	43.7	63.6	43.7	57.1
	C	15.0	8.0	23.8	18.3	11.9	14.3	26.1	22.9
	D	3.7	-	3.6	-	5.3	0.6	5.6	-
	E	5.0	-	1.2	-	1.3	1.9	-	2.9
20. (14) Parents and teachers should communicate frequently on matters of both a positive and negative nature.	A	21.3	58.4	23.8	63.9	26.1	37.2	23.4	37.1
	B	36.2	37.7	31.0	30.6	40.5	55.1	32.6	51.4
	C	26.3	2.6	33.3	-	20.9	7.1	29.1	11.4
	D	7.5	1.3	6.0	-	4.6	0.6	9.9	-
	E	8.8	-	6.0	-	7.8	-	5.0	-

Directions: For the following questions please draw a circle around the letter of the answer in the right hand column that most closely states your opinion.

		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
21. (15) How many scheduled activities per week do you participate in after school or in the evenings that are not related to the classroom? (Example: piano lesson)	A. 0-1	40.5	NA	21.4	NA	38.4	NA	28.0	NA
	B. 2	31.6		26.2		32.2		18.2	
	C. 3	17.7		23.8		21.9		21.7	
	D. 4 or more	10.1		28.6		7.5		32.2	

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
21P. (15) 22S. (16) While participating in the gifted program, children interact primarily with children of similar ability. How do you perceive that situation?	A. Not desirable (S--Unhappy)	-	1.3	2.4	-	0.6	-	2.8	-
	B. Slightly desirable (S--Doesn't matter)	54.4	23.4	46.4	12.7	36.1	5.2	36.1	2.9
	C. Desirable (Pleased)	30.4	54.2	29.8	56.3	47.1	43.5	38.9	4.2
	D. Very desirable (Very pleased)	15.2	20.0	21.4	31.0	16.1	51.3	22.2	55.9
22P. 23S. How much time will there be (was there) for interaction with children of mixed abilities?	A. Very little	32.1	1.3	17.6	1.4	NA	NA	NA	NA
	B. Some (S--Little)	26.9	34.2	35.3	13.9				
	C. Sufficient	37.2	59.2	32.9	76.4				
	D. More than sufficient	3.8	5.3	14.1	8.3				
(17S) (16P) Four days of the week the child is in a classroom with children of mixed abilities. How is that situation perceived?	A. Not desirable (S--Unhappy)	NA	NA	NA	NA	20.0	8.4	16.0	8.6
	B. Slightly desirable (Doesn't matter)					54.2	33.5	57.6	34.3
	C. Desirable (Pleased)					19.4	45.8	16.7	42.9
	D. Very desirable (Very pleased)					6.5	12.3	9.7	14.3

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
23P. (17P) What is the degree of optimism and enthusiasm you feel about the gifted program in your school at this time?	A. None	NA	–	NA	NA	NA	3.4	NA	NA
	B. Little		2.7				4.7		
	C. Some		45.9				60.4		
	D. Great deal		51.4				31.5		
23P. (17P) As the school year draws to a close, what are your general feelings about the gifted program in your school?	A. Negative	NA	NA	NA	2.8	NA	NA	NA	5.7
	B. Neutral				9.7				14.3
	C. Somewhat positive				27.8				51.4
	D. Quite positive				59.7				28.6
24P. (17P) What do you perceive is your child's degree of optimism and enthusiasm about the gifted program in your school?	A. None	NA	–	NA	NA	NA	3.4	NA	NA
	B. Little		10.5				4.7		
	C. Some		40.8				60.4		
	D. Great deal		48.7				31.5		
24S. How do you feel about participating in the gifted program this year?	A. Unhappy	11.5	NA	NA	NA	–	NA	NA	NA
	B. Doesn't matter	17.9				5.2			
	C. Pleased	35.9				31.2			
	D. Very pleased	34.6				63.6			

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
24. Did child enjoy the year in the gifted program?	A. Not at all	NA	NA	5.9	-	NA	NA	0.7	-
	B. Very little			11.8	2.8			5.6	5.7
	C. Somewhat			44.7	34.7			36.8	37.1
	D. Very much			37.6	62.5			56.9	57.1
25P. As compared to the regular classroom, how much do you expect your child to learn in the basic skills?--Pre Did your child learn basic skills as well in the gifted classroom as he/she would have in a regular classroom?--Post	A. Less (Less well)	NA	1.3	NA	6.9	NA	NA	NA	NA
	B. Same amount (as well as)		24.7		37.5				
	C. More (Better than)		54.5		33.3				
	D. Much more (Much better than)		19.5		22.2				
25S. Do you think you will learn and develop (have learned and developed) your basic skills as well in this classroom as you would have in a regular classroom?	A. Less	6.3	NA	-	NA	NA	NA	NA	NA
	B. Slightly more	26.6		22.4					
	C. More	24.1		40.0					
	D. Much more	43.0		37.6					

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
26P. (19P, S) As compared to the regular classroom, how much growth do you expect child to achieve (has child achieved) in critical thinking, creativity, and problem solving skills?	A. Less	NA	-	NA	1.4	6.5	-	1.4	-
	B. Same amount (S--slightly more)		2.6		5.7	14.4	1.3	15.6	28.6
	C. More		44.7		55.7	47.1	65.6	48.2	60.0
	D. Much more		52.6		37.1	32.0	33.1	34.8	11.4
26S. (20S) Do you think what you learn(ed) in the gifted classroom will be (was) different from what you learn(ed) in the regular classroom?	A. Not different	1.3	NA	1.2	NA	-	NA	0.7	NA
	B. Slightly different	25.6		29.4		8.6		4.9	
	C. Different	53.8		40.0		45.0		29.2	
	D. Very different	19.2		29.4		46.4		65.3	
27S. (21S) Do you think the learning activities in the gifted classroom will be (were) different from those in a regular classroom?	A. Not different	-	NA	1.2	NA	0.6	NA	-	NA
	B. Slightly different	17.1		22.4		13.6		4.9	
	C. Different	56.6		48.2		42.2		35.9	
	D. Very different	26.3		28.2		43.5		59.2	

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ$_1$	PQ$_1$	SQ$_2$	PQ$_2$	SQ$_1$	PQ$_1$	SQ$_2$	PQ$_2$
27P. As compared to a regular classroom, how much time do you expect your child to spend (did your child spend) on school tasks? 28S Do you think the amount of work you will have (had) in this classroom will differ (was different) from the amount in a regular classroom?	A. Less	10.3	2.6	2.4	1.4	NA	NA	NA	NA
	B. Same amount	25.6	46.8	8.3	25.0				
	C. More	53.8	42.9	46.4	47.2				
	D. Much more	10.3	7.8	42.9	26.4				
(22S) (20P) Because of participation in the gifted program, will (did) child's time on school tasks change?	A. Decrease	NA	NA	NA	NA	9.2	2.6	16.7	2.9
	B. Remain same					50.7	36.8	56.3	44.1
	C. More					32.2	57.9	22.2	47.1
	D. Much more					7.9	2.6	4.9	5.9
(21P) How much success do you predict for your child (did your child find) in the gifted program?	A. None	NA	NA	NA	NA	NA	-	NA	2.9
	B. Little						-		8.8
	C. Moderate						38.3		50.0
	D. Much						61.7		38.2

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
28P. How many academic problems do you predict for your child (did your child have) this year?	A. None	NA	11.7	NA	25.0	NA	NA	NA	NA
	B. Few		58.4		48.6				
	C. Moderate number		27.3		23.6				
	D. Many		2.6		2.8				
29S. (23S) What do you consider a reasonable amount of homework per night? What do you consider a reasonable amount of homework per week for the gifted program? How much time did you spend on homework?	A. None	14.5	NA	1.2	NA	11.8	NA	11.4	NA
	B. Half hour	55.3		37.6		53.6		26.4	
	C. One hour	23.7		43.5		28.8		31.4	
	D. More than one hour	6.6		17.6		5.9		30.7	
29P. (22P) Do you consider your child academically self motivated?	A. Very slightly	NA	5.2	NA	4.2	NA	0.6	NA	2.9
	B. Slightly		11.7		11.3		14.7		8.6
	C. Moderately		48.1		53.5		45.5		57.1
	D. Highly		35.1		31.0		39.1		31.4

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
(23P) Because of your child's participation in the gifted program, how do you predict he/she will perform in the regular classroom? Did he/she perform less well or better in the regular classroom?	A. Less well	NA	NA	NA	NA	NA	1.3	NA	-
	B. No change						33.5		62.9
	C. Better						51.6		31.4
	D. Much better						13.5		5.7
30S. (24S) When you meet (met) a new and difficult problem, do (did) you work on it very hard and consistently until you solve (solved) it?	A. Rarely	1.3	NA	-	NA	0.6	NA	5.6	NA
	B. Sometimes	41.8		27.1		23.2		33.6	
	C. Usually	48.1		58.8		66.5		55.9	
	D. Always	8.9		14.1		9.7		4.9	
31S. (25S) Do (did) you do your work in school and your homework at home willingly and without prodding from either your parents or your teacher?	A. Rarely	3.8	NA	5.9	NA	1.9	NA	6.4	NA
	B. Sometimes	28.2		21.2		17.5		20.6	
	C. Usually	43.6		45.9		40.3		41.1	
	D. Always	24.4		27.1		40.3		31.9	

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ_1	PQ_1	SQ_2	PQ_2	SQ_1	PQ_1	SQ_2	PQ_2
32S. With which of the following did you have the most trouble in the classroom: A. Self-control and talking; B. Listening carefully to directions and discussions; C. Basic content of lessons was too difficult; D. Communicating thoughts clearly in writing; or E. No serious problems?	A. Self-control	NA	NA	15.3	NA	NA	NA	NA	NA
	B. Listening skills			7.1					
	C. Basic content			4.7					
	D. Written communication			24.7					
	E. None of the above			48.2					
(24P) Which of the skill areas in the gifted curriculum do you believe was stressed most in your child's classroom?	A. Creativity	NA	NA	NA	NA	NA	NA	NA	36.7
	B. Critical thinking								10.0
	C. Problem solving								13.3
	D. All of the above								40.0
30P. Do you consider the gifted program at your child's school to be one of enrichment or acceleration? --Post	A. Neither	NA	NA	NA	1.4	NA	NA	NA	NA
	B. Enrichment				36.6				
	C. Acceleration				5.6				
	D. Both				56.3				

TABLE 26

QUESTIONNAIRE

		Percentage of Responses							
		School E				School C			
		SQ$_1$	PQ$_1$	SQ$_2$	PQ$_2$	SQ$_1$	PQ$_1$	SQ$_2$	PQ$_2$
30P. (24P) How many years has your child participated in a gifted program prior to this year?--Pre	A. 0 years	NA	14.9	NA	NA	NA	16.0	NA	NA
	B. One year		17.6				23.7		
	C. Two years		32.4				26.3		
	D. Three years or more		35.1				34.0		
(25P) If it were offered, how would you favor a five-day per week gifted program for your child in which the teaching of basic skills was integrated into the gifted curriculum?	A. Not in favor	NA	NA	NA	NA	NA	16.2	NA	25.7
	B. Don't know						18.8		11.4
	C. In favor						21.4		28.6
	D. Highly in favor						43.5		34.3
31P. Which of the following options for the gifted program would you favor for next year, if it were offered to you?	A. Five-day per week	NA	NA	NA	87.5	NA	NA	NA	NA
	B. One-day per week				5.6				
	C. No gifted program				1.4				
	D. Other				5.6				
32P. (26P) Did you receive sufficient information about the activities in the gifted classroom and your child's progress?	A. Far too little	NA	NA	NA	2.8	NA	NA	NA	14.3
	B. Too little				18.1				37.1
	C. Sufficient				65.3				48.6
	D. More than sufficient				13.9				-

The questions are numbered as they were on the parent and student questionnaire at School E. Numbers in parentheses indicate the numbers of those questions on parent and student questionnaires at School C. Note that on the Spring questionnaires, the questions were rephrased and the verb tense was changed to past tense from future tense. Only those questions that were totally different in context are rewritten in the Table. The researcher also altered some of the questions in the Table to apply to both student and parent questionnaires. See Appendices S-Z for actual questionnaires.

At School E, for Fall and Spring questionnaires, 80 and 85 student and 77 and 72 parent questionnaires were received. At School C, 155 and 144 student questionnaires were received in the Fall and Spring, respectively. In the Fall, 156 parent questionnaires were received, but, in the Spring, only 35. Therefore, the parent post-questionnaire for School C should be regarded with reserve. Whether or not those 35 can be said to reflect the opinion of all is questionable. The researcher suspects, from past experience with parent evaluation questionnaires, that children at School C were not urged to return their parent questionnaires, or to even see that they got home, for that matter.

The questionnaires were received from all students in the program at the time they were administered, even though some of those students were not in the test sample. Parent questionnaires went home to all parents of the gifted, even if their child(ren) was not in the test sample.

Hypothesis seven suggested that gifted students and their parents would respond positively to the programs. Answers C and D were considered positive responses, and a total percentage of seventy for those two responses was considered ample for confirming the hypothesis. Items 23P (17P), 24P (18P), and 24S measured the positive attitude of students and parents as the year began. Responses ranged from 70.5% for the students at School E, approaching an unknown, new program, to 97.3% by the parents of those students. The outlook at both schools was positive in the Fall. Items 23P (17P) and 24 (18) assess the response to the gifted program in May. The responses were positive, ranging from 80% for parents at School C to 97.2% for parents at School E. Hypothesis seven is confirmed.

It was predicted in hypothesis eight that parent response to the five-day per week gifted program would be as positive or more positive than the parent response to the one-day per week program on the post questionnaire. The average response to the two questions, 23P (17P) and 24 (18) at School E was 92.4%, and at School C, was 87.1%. Hypothesis eight is confirmed. It should be noted, that while student response was also positive, it was not as high a percentage at either school as the parent response.

The goals of the gifted program are found in Appendices C, D, and E, as well as the last four pages of Appendix F. These are items 6(1)-15(10) on the questionnaires. Responding A or B indicated agreement and/or understanding of the goals of the gifted program. Students and parents at School E also expected that basic skills (Items 1-5) would be a part of their gifted program. Generally, 70% or more of the responses to those goals were A or B, with the following exceptions:

1. Over 30% of the students at School E either did not think problem solving skills were important (C and D) or did not understand the statement (E), both on the Fall and Spring questionnaires.
2. Over 30% of the students at School E and over 20% of the students at School C marked C, D, or E concerning inquiry skills.
3. Over 40% of the students at both schools believed leadership training was not important, or they did not understand what leadership training was.

It would seem that children need to be better informed about the goals of the program, and enlightened about what skills various activities are designed to strengthen.

Hypothesis nine predicted that students and/or parents who differed with the goals of the program or did not understand the goals would be less positive in their response to the program. A sample of ninety-five parent and student questionnaires were studied that showed general confusion about the goals and/or were negative in tone. Hypothesis nine was not confirmed. Some of the questionnaires most negative in tone, very clearly understood the goals and ranked them as important. Some of the questionnaires showing the most confusion regarding the goals were quite positive in nature. There were as many questionnaires positive as negative in tone where confusion about the goals was shown.

Acceleration was never a goal of the gifted program at School E. The program was meant to be one of enrichment of grade level curriculum with emphasis on critical thinking, problem solving, and creativity. The only notable use of materials above grade level were, perhaps, in literature books, and then only slightly above grade level. Over 25% of the students and over 15% of the parents felt it should be. Furthermore, on the Spring questionnaire, over 60% of the parents at School E felt that acceleration had been part of the gifted program. The researcher suggests that some reeducation on what defines acceleration is needed for all parties involved in the gifted program.

While students, understandably, did not place great importance on strict discipline in the classroom, it was interesting to note that parents did not place an overwhelming amount of importance on it either, particularly at School C.

Hypothesis ten proposed that children who performed weakly in the gifted program, as assessed by the teacher, and/or who scored well below the class mean on the Ross Test, and/or who scored below the NCE of 80 in reading on the CAT would be neutral or negative, as would their parents, about the gifted program. Hypothesis ten was not confirmed. First of all, there were too few names given by the teachers at School C to adequately evaluate it. Secondly, some of the most successful students on all three of the above criteria were the most negative. Many of the children who fell in the bottom left ninth of the scattergrams marked high enjoyment of the year. Equally as interesting as those results, some of the most negative parents had children who responded very positively, and vice versa. Of course, there were children who met one, two, or all of the criteria in hypothesis ten who were negative, and whose parents were negative. They were very vocal. It was that kind of loudness that had prompted the researcher to generate such a hypothesis. The research, however, does not confirm the hypothesis. It would behoove those who teach and administer the gifted program to note carefully and remember constantly that the powerful and noisy critics are a very small minority, and that attention to their demands and negativeness should be minimal.

A section for comments was a part of every questionnaire. Those comments were often the most revealing, and presented humorous dichotomies. One parent would comment that the program had "...no value at all," while another parent of a child in the same classroom would remark that the gifted program had been "...the most beneficial experience my child has had in school." One parent would condemn the teacher for not giving her child enough praise and encouragement, while another parent of a child in that class praised the teacher as a "loving and caring" individual, as evidenced by the remarks on the child's papers and to him personally. One parent felt her child had been challenged to use his mind for the first time, while another felt her child had not been challenged, both from parents with children in the same classroom. Frequently, a parent marked that the child had enjoyed the year, while the child marked the answer, "not at all," or vice versa. The predictability of responses based on low achievement was almost nil, and negative responses were as likely to come from high achievers as low. Of importance is that there were very few negative responses, percentage wise.

The questionnaires were designed to answer many questions for the district, and the answers to those questions are beyond the scope of this thesis. However, brief mention of some interesting results shed light on the rest of the study. Items 25P and 25S address the question of how well the child in the five-day per week gifted program will acquire the basic skills as compared to the regular classroom. On the Spring questionnaire more parents felt their children had learned less as compared to the Fall questionnaire, whereas the children responded by an increased percentage on the side of learning more. The analyses of covariance on the CAT revealed they learned as much, if not more, than students in regular classrooms, so the children had a better grasp of their learning than the parents. Some of those parents who marked that their children learned less, and who were also negative, actually had children who made remarkable gains.

Item 32S asked the gifted children in School E where they felt they had had problems. Nearly half felt they had had none. In most cases, those children were right, but a number of them were low achievers in at least two of the cited areas in the question, yet they perceived no problems. The remaining children seemed very astute in diagnosing their problems, and communicating their thoughts clearly in writing was marked by nearly 25%.

At School C, nearly 37% of the parents felt creativity was stressed most in the gifted classroom. This, coupled with the 40% who said all areas cited in Item (24P) were stressed, indicates that creativity was perceived as playing a large part in the one-day per week program. Referring to the interviewer's report in Appendix F, the teachers of the gifted there did report a larger share of time spent on creativity, than on other skills. The teachers at School E lamented that they were unable to spend as much time on creativity as they had in a one-day per week program due to the burden of other academic responsibilities and the need to perform two jobs; i.e., one as a regular teacher and the second as a teacher of the gifted.

For future planning in the district, the question was asked in Items (25P) and 31P how a five-day per week program would be favored for the next year. Parents at School E were 87.5% in favor of continuing the program. School C was 62.9% in favor of a five-day per week program. There was a great deal of apprehension about the five-day program when it began. Apparently, it was received favorably by those who participated in it, and many fears alleviated.

Finally, parents were asked in Items 32P (26P) if they had received enough information about the activities in the gifted classroom and their children's progress. At School E 79.2% felt there was sufficient or more than sufficient information, while only 48.6% at School C felt there was sufficient information. School C seems to need better communication with parents. The poor response of parents on the post questionnaire may have been further evidence of weak communication with the home.

Findings From Teacher And Principal Interviews That Held Implications For The Programs And The Study

In the interviews with the principal at School E and the teachers of the gifted at School E, it was apparent that teachers felt overwhelmed by the amount of work and the time it took to be two teachers in one. The teachers had volunteered for the program with the understanding that classes would be limited to no more than twenty students. In actuality, the fourth grade class had twenty-eight, the fifth grade had twenty-four, and the sixth grade had thirty-four. Later in the year, the sixth grade teacher received an aide, but that alleviated her load only slightly. Many of the activities designed for gifted children cannot be done in large group settings, managed by one teacher. Flexibility and spontaneity were seriously reduced by the large numbers. Many of the critical thinking activities require lengthy written responses to analysis, synthesis, and evaluation questions. Those written responses take much teacher time to read, comment upon, and evaluate. Individualized projects and contracts are important for gifted children in order to explore personal interests. Meeting and working individually with those large numbers of children put a severe strain on time, teacher, and children. The teachers at School E believed in the idea of the five-day program, and made it work, but the pace and pressure of that year could not be maintained indefinitely. The researcher hopes that the district will see the wisdom of reducing class size, and returning to the philosophy of a true gifted program with a more appropriate teacher-pupil ratio.

Initially, there was concern that gifted children in a self-contained classroom would not have sufficient time for interaction with children of mixed abilities. The post questionnaire, Item 22P, showed that 84.7% of the parents felt that their children had had sufficient or more than sufficient time for such interaction. Only 1.4% felt there had been too little time. In that respect, then, no harm seemed to have been done. One of the problems teachers at School E cited was the time lost in changing classes and moving through the halls for lunch, special classes such as music, and math. The schedule also restricted flexibility. The researcher, as a teacher of the gifted at School E, believes strongly that a program should be tried where the children are self-contained for all basic skills. Math is an area where gifted activities in problem solving and critical thinking could readily be incorporated. Further, having large chunks of uninterrupted time in the day allows for much more flexibility, spontaneity, and individualization, as well as considerably less lost time getting ready to go somewhere, and settling down once there, thus allowing for more to be accomplished. To have a well-integrated gifted program, it must touch all aspects of the child's education, and since there is only one teacher of the gifted at each grade level, the researcher believes that can only be done in a self-contained classroom.

Another concern of teachers of the gifted has been the placement of children in the program who do not seem to belong. Better identification procedures are needed. As has been suggested in earlier portions of this chapter, while an I.Q. of 130 should be minimal, CAT reading scores should be at least at the NCE of 80. Further, the researcher believes borderline children should be given the Ross Test, and those who fall below the mean for gifted children at that grade level should be eliminated. If the identification procedures become more refined, there will be fewer children misplaced, fewer frustrated children with lowered self-images, fewer troublesome parents, and greater opportunity to create the very best gifted program for those who are properly placed. A self-contained classroom would then be even more appropriate because of its homogeneity, and numbers would be lowered.

A final concern to be discussed here is the lack of understanding by regular teachers and some administrators about what the gifted program is. All administrators, particularly those who house a gifted program in their school, should be required to take a University level course in education for the gifted so that they will clearly understand the activities, the goals, and the problems. Teachers of the gifted must have the support of informed, knowledgable administrators. Regular teachers should be given several workshops on gifted education so that they will more fully understand what goes on in the gifted classroom and why. There may be less resentment from regular teachers, as well as parents of regular students, if all are better educated on gifted education.

Final Conclusions

1. Students in a gifted program do make significantly greater gains in higher cognitive processes, as measured by the Ross Test, than do students in a regular education program.

2. Students in a five-day per week gifted program show significantly more growth in higher cognitive processes, as measured by the Ross Test, than do students in a one-day per week gifted program.

3. There is a strong correlation between reading ability and the ability to use higher level thinking skills.

4. Students in a five-day per week gifted program achieve equally as well or better in basic skills, as measured by the California Achievement Test, than do students in a one-day per week gifted program or those in a regular classroom.

5. Gifted students and their parents generally respond positively to gifted programs.

6. Parents of gifted students in a five-day per week gifted program respond so positively that a large majority wish to continue the program.

7. Students and parents need to clearly understand what the goals of the gifted program are, and what activities are used to develop the skills outlined in the goals. At present, confusion about the goals does not accurately predict whether response to the program will be positive or negative.

8. A student's success or lack of success in the gifted program does not accurately predict whether response to the program by the student or the parent will be positive or negative.

9. Better identification procedures are needed for inclusion in an academically gifted program.

10. Administrators, regular classroom teachers, and others within the schools where gifted programs are housed need to be better educated about what gifted education is.

11. Teachers of the gifted in a five-day per week program need help in reducing the work load. A first step would be the reduction of class size.

12. This study needs replication to ascertain whether or not students in a five-day per week program would continue to achieve in the same way as demonstrated in this study, and whether response would continue to be positive.

13. A replication is needed with more carefully controlled administration procedures, so that there can be no question about the standardization of the testing situations, and, hence, the results.

FOOTNOTES

CHAPTER I

[1] *Webster's Seventh New Collegiate Dictionary*, (Springfield, Massachusetts: G. & C. Merriam Co., 1965), p. 440.

[2] Benjamin S. Bloom, ed., *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain* (New York: David McKey Co., Inc., 1967): 147, rpt. in John D. Ross and Catherine M. Ross, *Ross Test of Higher Cognitive Processes Administration Manual* (Novato, California: Academic Therapy Publications, 1979), p. 5.

FOOTNOTES

CHAPTER II

[1] John D. Ross and Catherine M. Ross, *Ross Test of Higher Cognitive Processes Administration Manual* (Novato, California: Academic Therapy Publications, 1979), p. 6.

APPENDIX A

SCREENING/IDENTIFICATION/SELECTION PROCESS

The screening and identification procedures should be an ongoing process.

SCREENING

A. California Achievement Test (CAT) scores are reviewed in the spring of each year.

B. Students scoring the top 15% are identified as possible candidates and are scheduled for testing.

C. Teachers are given a nomination form for identifying possible candidates and those students nominated are scheduled for testing.

D. Parents are sent a parent nomination form and any child identified as a possible candidate is scheduled for testing.

E. All students identified as possible candidates are administered the Otis Lennon Mental Ability Test (OLMAT).

IDENTIFICATION

A. Divide OLMAT scores into ranges - assign a weight for each range, i.e.:

Score	Weight
115-119	1
120-124	2
125-129	3
130-134	4
135+	5

B. Divide CAT scores into ranges - assign a weight for each range, i.e.:

Score	Weight
85-87	1
88-90	2
91-93	3
94-96	4
97+	5

Kindergarten students do not have an achievement test score; the Slosson Oral Reading Test (SORT) results are used:

Score	Weight
1.0-1.2	1
1.3-1.5	2
1.6-1.8	3
1.9-2.1	4
2.2+	5

C. Add the two weighted scores together to arrive at a weighted score.

SELECTION

A. Divide above total weighted scores into three parts.

1. Consider students whose weighted scores are 8 or over - eligible for the program. Weight these scores by 3 points.

2. Consider students whose weighted scores are 4 or below - ineligible for the program.

3. Consider students whose weighted scores are 5-7 - borderline.*

B. Collect additional data for borderline students.

1. Renzulli-Hartman Teacher Rating Scale - divide scale into ranges - assign a weight for each range, i.e.:

Score	Weight
75-109	1
110-134	2
135+	3

2. WISC-R (if necessary).

C. Add data from "B" to prior weighted score (A-3).

D. Borderline students who become eligible for the program are determined, based upon all available data and number of spaces available.

---

*Those students who "just miss" being eligible for the program.

EXCEPTIONS

1. When there is a student new to the district and test data are not compatible with district criteria.

2. When a student has participated in or has been recommended for an A/G program by the sending district:

   These cases will be considered on available data. If data is not compatible with district criteria, additional data will be collected.

3. When a student is recommended for and is administered an individual psychological test, recommendations and data are considered.

APPENDIX B

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Robert K. Hartman

Name ______________________________ **Date** ______________

School ______________________________ **Grade** ______ **Age** ______________ years months

Teacher or person completing this form ______________________________

How long have you known this child? ______________________________ months.

Directions. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and circle the appropriate number according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

PART I: LEARNING CHARACTERISTICS

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. 1 2 3 4

2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age). 1 2 3 4

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3. Has quick mastery and recall of factual information. 1 2 3 4

4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick". 1 2 3 4

5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things. 1 2 3 4

6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. 1 2 3 4

7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. 1 2 3 4

8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers. 1 2 3 4

Column Total ___ ___ ___ ___

Weight ___ ___ ___ ___

Weighted Column Total ___ ___ ___ ___

Total ______

PART II: MOTIVATIONAL CHARACTERISTICS

1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.) 1 2 3 4

2. Is easily bored with routine tasks. 1 2 3 4

3. Needs little external motivation to follow through in work that initially excites him. 1 2 3 4

4. Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products. 1 2 3 4

5. Prefers to work independently; requires little direction from teachers. 1 2 3 4

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6.	Is interested in many "adult" problems such as religion, politics, sex, race—more than usual for age level.	1	2	3	4
7.	Often is self-assertive (sometimes even aggressive); stubborn in his beliefs.	1	2	3	4
8.	Likes to organize and bring structure to things, people, and situations.	1	2	3	4
9.	Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	1	2	3	4
	Column Total	___	___	___	___
	Weight	___	___	___	___
	Weighted Column Total	___	___	___	___
	Total		______		

PART III: CREATIVITY CHARACTERISTICS

1.	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	1	2	3	4
2.	Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	1	2	3	4
3.	Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	1	2	3	4
4.	Is a high risk taker; is adventurous and speculative.	1	2	3	4
5.	Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if...)"	1	2	3	4
6.	Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
7.	Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	1	2	3	4
8.	Is sensitive to beauty; attends to aesthetic characteristics of things.	1	2	3	4
9.	Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	1	2	3	4

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10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination. 1 2 3 4

Column Total ___ ___ ___ ___

Weight ___ ___ ___ ___

Weighted Column Total ___ ___ ___ ___

Total ______

PART IV: LEADERSHIP CHARACTERISTICS

1. Carries responsibility well; can be counted on to do what he has promised and usually does it well. 1 2 3 4
2. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class. 1 2 3 4
3. Seems to be well liked by his classmates. 1 2 3 4
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with. 1 2 3 4
5. Can express himself well; has good verbal facility and is usually well understood. 1 2 3 4
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed. 1 2 3 4
7. Seems to enjoy being around other people; is sociable and prefers not to be alone. 1 2 3 4
8. Tends to dominate others when they are around; generally directs the activity in which he is involved. 1 2 3 4
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is. 1 2 3 4
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games. 1 2 3 4

Column Total ___ ___ ___ ___

Weight ___ ___ ___ ___

Weighted Column Total ___ ___ ___ ___

Total ______

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APPENDIX C

CURRICULUM

GOALS:

The goals for the Academically Gifted Program are:

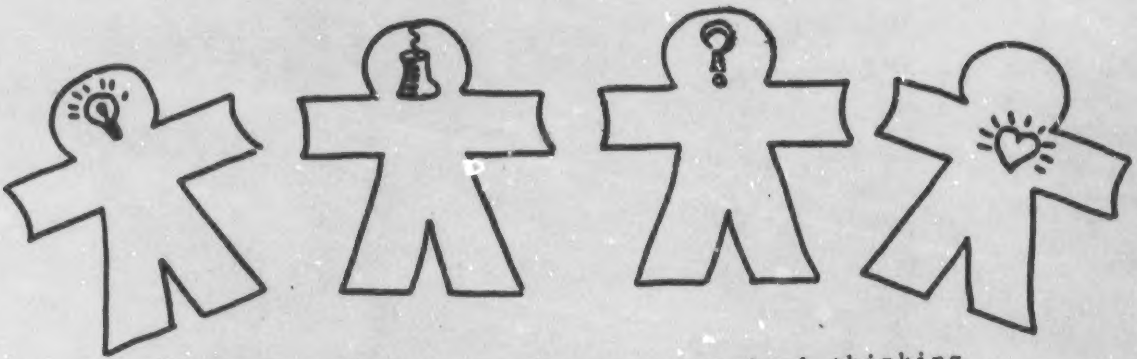
1. To develop cognitive skills:
    - a. Creativity
    - b. Problem Solving
    - c. Critical Thinking
2. To develop affective skills:
    - a. Leadership
    - b. Awareness and acceptance of self as an individual and as a member of the group
    - c. Independence
    - d. Appreciation of learning
3. To provide opportunities for students to organize information, ideas, feelings, into forms that can be shared.

APPENDIX D

PROGRAM DESCRIPTORS

1. The program for the Academically Gifted is integrated with the regular program.
2. The program for the A/G provides differentiated instruction from K through 12.
3. The program for the A/G provides academic experiences in a gifted peer setting separate from the regular classroom.
4. The program for the A/G provides both cognitive and affective skill goals.
5. The program for the A/G provides disciplines and concepts to be vehicles for the cognitive and affective skill goals.
6. The program for theA/G provides for individual/ small group investigations resulting in a product.

APPENDIX E



Using the skills of creativity, critical thinking, inquiry and affective learning, the students organize information, ideas, feelings, into forms that can be shared. The students research some topic and use their collected data to make some new product that can be shown to others. Students have designed and built solar powered cars and planes, weather stations, a model for eliminating pollutants emanating from gas stations, and written a computer program, etc.

APPENDIX F

DATA SERVICE CENTER
4 Mt. Lebanon Road
Wilmington, Delaware 19803
Telephone: 478-8950

DAVID K. FAUSER
Executive Director

W. STEWART HARRISON
Manager, Research & Reporting

February 8, 1983

TO: Dr. Louise Maslin
Assistant Superintendent
Brandywine School District

FROM: Linda F. Winfield, Coordinator
Research and Reporting

SUBJECT: INTERIM REPORT - BRANDYWINE SCHOOL DISTRICT GIFTED PROGRAMS

Attached is a copy of the Interim Report on the Pilot and One-Day-A-Week Gifted Programs at Harlan and P. S. duPont Schools. No attempts were made to evaluate the quality and/or effectiveness of teachers or programs. This report merely presents a summary of teachers' responses to the set of questions agreed upon previously.

If you have any questions, please give me a call.

ev
att.

cc: Mrs. Lucille Sherman ✓

BRANDYWINE SCHOOL DISTRICT

INTERIM REPORT
ON THE
PILOT AND TRADITIONAL GIFTED PROGRAMS

February, 1983

Directed by:

Dr. Louise Maslin
Assistant Superintendent
Brandywine School District

Prepared by:

Dr. Linda F. Winfield
Coordinator
Research and Reporting
Data Service Center

PREFACE

This Interim Report on the Gifted Programs in the Brandywine School District was prepared by Dr. Linda F. Winfield, Coordinator, Research and Reporting, at the request of, and in conjunction with, Dr. Louise Maslin, Assistant Superintendent for Instruction, Brandywine School District. The report presents a summary of the perceptions of the six intermediate-grade teachers who are currently teaching in the gifted programs at P. S. duPont and Harlan Schools.

INTRODUCTION

This report is a descriptive summary of teachers' perceptions of the: 1) implementation of the gifted programs; and, 2) gifted program curriculum content and coverage. All teachers in the gifted programs at Harlan and P. S. duPont Schools were interviewed. (See Appendix for a copy of the actual questions used.)

Harlan School is the site of the Pilot Gifted Program which consists of a five-day-a-week, self-contained program for academically gifted students in grades 4, 5 and 6. The program at P. S. duPont School consists of a one-day-a-week pull-out program for academically gifted students in grades 4, 5 and 6.

No attempts were made to evaluate the quality and/or effectiveness of teachers or programs.

RESULTS

Interview responses are presented first for teachers in the Five-Day-A-Week Pilot Gifted Program at Harlan School. Teachers' responses to questions 1 through 7, which ask for comments concerning implementation, are presented in narrative form. Tables are used to summarize individual teachers' responses to questions 8 through 16 on curriculum content and coverage. This same format is followed for responses of teachers in the One-Day-A-Week Pull-Out Gifted Program at P. S. duPont School.

TEACHERS' RESPONSES IN PILOT GIFTED PROGRAM - HARLAN

A. Teachers' Perceptions of Program Implementation

1. Goals and Objectives of Class

Two of the teachers interviewed indicated that one of their objectives was to cover the curriculum content for their particular grade, but in greater depth. One teacher indicated that the objective was to have students do as much as they possibly can, and to expose students to a variety of subjects. All three teachers indicated that another objective was to develop critical thinking and problem-solving, and to teach students how to apply these skills in the content areas.

Assessment Measures Used

All three teachers reported using end-of-level placement tests in a basal series to determine students' initial levels for reading instruction and for diagnosis.

Director's Role

All three teachers indicated that Andy Ricketts directed the program. His major functions were listed as: a liaison between parents and the program, providing materials, organizing schedules, arranging for trips and testing.

2. Parents' Reactions to the Gifted Program

All three teachers indicated that the reactions of parents whose children were in the program were extremely positive. Two teachers indicated that they had no knowledge of the reactions of other parents. One teacher indicated that some regular classroom teachers said parents who did not have children in the program seemed resentful.

3. Teachers' Reactions to the Gifted Program

All three teachers indicated the staff at Harlan had been extremely supportive and cooperative.

4. Three Best Things About Class

All three teachers indicated that the students' motivation/attitude was one of the "best things" about their class. One teacher indicated that she was "the best thing." Another teacher indicated her aide was "the best thing." One teacher indicated that the ability to integrate gifted goals in the teaching of basic skills, was "the best thing" about the class.

Three Things Most Needing Change

Two of the teachers indicated that class size needed to be reduced. Two teachers indicated that the amount of preparation time was not adequate. Other responses given by individual teachers were:

a) include math in the gifted program
b) improve the selection procedures
c) reduce the amount of work involved
d) increase classroom space

5. Type of In-Service Which Would Be Helpful

Two teachers indicated that "meeting" with other teachers in gifted programs to share ideas, techniques and materials would be helpful. One teacher said a summer session to plan and develop materials would be of most help. One teacher indicated that no in-service would be helpful, since the teacher planned to pursue a degree in the area of gifted education.

6. Problems in Implementing Program

Two teachers indicated that the lack of sufficient preparation time was the only problem encountered in implementing the program. One teacher indicated that the amount of work required of the teacher was the only problem.

7. What Students Do In The Gifted Program That Isn't Being Done In The Traditional Program

One teacher indicated that students in gifted programs were required to apply higher-level cognitive skills, e.g., evaluation and synthesis to a greater degree than students in traditional classes.

Another teacher indicated that students in gifted programs didn't do anything differently than students in traditional classes but that what differed was the amount of time needed to cover basic instruction. Therefore, the teacher said more time could be spent on critical thinking and problem-solving.

Another teacher indicated that students in gifted programs go into greater depth in subject areas, integrate to a greater extent and are required to do more logic problems, critical thinking, problem-solving worksheets and activities.

B. Teachers' Perceptions of Curriculum Content and Coverage

Teachers' responses to questions 8 - 16 regarding the amount of time spent on critical thinking, problem-solving and creativity are summarized in the following charts.

Teacher 1
(estimated 4 hours/day as total instructional time available)

	Time Spent*		Activities	Products**
	Instructional	Activity		
Critical Thinking	1 hour, 32 minutes	2 hours, 64 minutes	Analogies, logic puzzles, many taken from Midwest Publications	
Problem-Solving			Example: Student given 1½ hours to decorate bulletin board using materials in classroom	Decorated bulletin boards
Creativity			Making hand puppets; writing script for a puppet show	Puppet Show

* Teacher estimated one-third of her available time was spent in Instruction (1/3 X 4 hours = 1 hr. 32 min.) and two-thirds of her available time was spent on activities. Teacher indicated the three subject areas overlapped and did not break down according to area.

** Many products displayed in classroom had been sent home with students. This situation was also true of the other two teachers.

Teacher 2

	Time Spent		Activities	Products
	Instructional	Activity		
Critical Thinking	15 min/day	1½ hr/day	Analogies, writing assignments, also activities in social studies, language	Writing samples, class newspaper (see attached)
Problem-Solving	15 min/day	1½ hr/day	Mind Benders, Geometry, Tangrams, Puzzles	Students made shape puzzles; constructed 3-D geometric figures
Creativity	(Spends slightly less time than in other two areas. Creativity overlaps with Critical Thinking.)		Pipe cleaners shaped into something that characterized student personality	Alphabattoons, Constellations (overlap with science) (see attached)

Teacher 3
(estimated total instructional time available was three hours)
Typical day:

9:00 - 10:50 - 1 hr. 50 min. - classroom
10:50 - 12:10 - lunch
12:10 - 12:45 - 35 min. - classroom
12:45 - 2:30 - {art, music or gym
{math
2:30 - 3:00 - 30 min. - classroom

	Time Spent		Activities	Products
	Instructional	Activity		
Critical Thinking *	2 hrs/wk or 40 min/day		Analogies, Inferences Syllogisms, Mind Benders, Patterning, Astronomy, Science Activities	Made up own myths, assignment on unexplained phenomenon (see sample of completed literature assignment attached)
Problem-Solving	1 hr/wk or 20 min/day (overlap with Critical Thinking skills)		Mind Benders, Logic Games, Probability games, Science and Social Studies activities, Figure Patterns	"Odd Word Out" - unscramble letters of animals, but then gave letters scrambled and create an animal, tell characteristics, how it lives and draw a picture
Creativity	½ - 1 hr/wk or 10 - 20 min/day Assigned mostly as homework. Spent less time on this area than when in one day/week program		Design an object from empty video tape containers	Various products, e.g., drum, robot, dish drier, telescope, oatmeal box constellation

* Teacher indicated that the area of critical thinking overlapped with problem-solving.

TEACHERS' RESPONSES IN THE TRADITIONAL GIFTED PROGRAM - P.S.DUPONT

A. Teachers' Perceptions of Program Implementation*

1. Goals and Objectives of Class

All teachers indicated that the goals and objectives of the One-Day-A-Week Academically Gifted Program were to develop critical thinking, problem-solving, creativity and various affective skills. (Program goals are attached.)

Assessment Measures Used

All teachers reported that student performance was measured by evaluation of student-made projects. Projects included charts, posters, inventions, written materials and artwork.

Director's Role

Teachers indicated that Andy Ricketts directed the program and that his major function was to resolve conflicts with other teachers.

2. Parents' Reactions to the Gifted Program

Teachers indicated that parents who had children in the program were extremely supportive.

3. Teachers' Reactions to the Gifted Program

Teachers reported that most of the teaching staff were supportive. However, they also indicated that occasionally problems occurred as a result of children being pulled out of various classroom teams. Similarly, certain classroom teachers request that students return to their regular classrooms when tests are being given. One teacher indicated that some of the classroom teachers felt that the activities in the gifted program were not worthwhile. This teacher felt that some teachers did not understand the unstructured nature of the classroom, or the various activities.

---

* Unless indicated otherwise, all three teachers gave a similar response to the question.

4. Three Best Things About Class

Teachers indicated that the students' motivation, attitude and spontaneity, the unstructured nature of the classroom, and the various activities were the three "best things" about the classes. One teacher indicated that the school principal was the "best thing" for the success of the program. This teacher also indicated that the "best thing" about the class was that they were not forced to cover any particular curriculum.

Three Things Most Needing Change

All teachers agreed that two of the things most needing change were class and room size. Two teachers indicated that one thing that needed to be changed was the uncertainty from one year to the next of where they would be physically located. One teacher indicated that one thing that needed to be changed was the cooperation of regular teachers, i.e., other teachers needed to understand the program and not resent the teachers or students in the gifted program.

5. Type of In-Service Which Would Be Helpful

All three teachers agreed that sharing ideas and materials with other teachers would be helpful. One teacher said that additional in-service on microcomputers would be helpful. Another felt that in-service on laboratory science activities for gifted students would be helpful. Another indicated that an in-service conducted by people gifted in other areas, e.g., poetry and music would be helpful.

6. Problems in Implementing Program

Two teachers indicated that the only problem encountered in implementing the program was in grouping students to attend the gifted program.

7. What Students Do in Gifted Program That Isn't Done in Traditional Program

Teachers indicated that the gifted program offered students an opportunity to be removed from a totally structured situation and allowed them to participate in an informal setting where they could use their imagination, interact with their peer group, think divergently and creatively, and have the freedom to explore areas of interest.

B. Teachers' Perceptions of Content Coverage

8-16 (All three teachers agreed)

	TIME SPENT		ACTIVITIES	PRODUCTS
	Instructional	Activity		
CRITICAL THINKING	15 min.	1 hr/day	Mind Benders Puzzles, Literature, Visual Logic, Analogies, Commonalities, Figure Analysis Literature Pretend you were a psychiatrist, analyze one of the characters you feel needs to change	Original stories, Create-a-Game, 3-Dimensional Products, Charts, Design products to go along with activities, creative expression, e.g. THE IT written up in Brandywine Review
PROBLEM SOLVING	15 min.	1 hr/day	Individual research Olympics of the Mind Problems Device to move ping-pong ball off table column - holds the most stress problem; Invent time device	Student-made devices for ping-pong problem included battery-operated devices, two tubes and bicycle pump, etc. Students made an invention to tell time
CREATIVITY	1½ - 2 hours/day		Invent and design activities, e.g., design a perfect gift for a certain character, write a job-wanted column for ET. Fluency exercises, Flexibility exercises	Creative writing assignments overlap with critical thinking

CONCLUSION

This Interim Report is not an evaluation of the effectiveness of programs or teachers. However, it is hoped that the description of teachers' perceptions provided herein will assist the Brandywine District in the assessment of modifications to the gifted program in the future.

The teachers participating in this project will be interviewed once more to obtain additional information on curriculum content and coverage. This information will be presented in a subsequent report.

BRANDYWINE GIFTED PROGRAM

Formative Evaluation

SAMPLE TEACHER INTERVIEW

Introduction - The purpose of this interview is two-fold:

1) to provide in-process feedback on the gifted program so that appropriate modifications and revisions can be suggested; and,
2) to provide a description of program curriculum content and coverage.

Responses given in this interview will be summarized with those of other teachers in the gifted program.

(In-process feedback)

1) Tell me about the gifted program in your classroom..... What are your particular goals and objectives..... Assessment measures used..... Who directs the program?
2) What has been the general reactions of parents to this new program?
3) What has been the general reactions of other teachers to this new program?
4) Name the three best things about your classroom and the three things most needing change?

   (Probe)
5) What type of in-service program would be most helpful to you?

Sample Teacher Interview

6) What problems, if any, have you encountered in implementing this program?

(Content - coverage)

7) In your opinion, what do students do in the gifted program that isn't being done in the regular program?

8) During a typical day or week, approximately how much time is spent on critical thinking skills?

Instructional time ____

Activity time ____

9) What activities have you used during the past two months to develop critical thinking skills?

10) What products, if any, are the results of these activities?

11) During a typical day or week, approximately how much time is spent on problem-solving skills?

Instructional time ____

Activity time ____

12) What activities have you used during the past two months to develop problem-solving skills?

13) What products, if any, are the results of these activities?

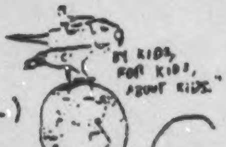
14) During a typical day or week, approximately how much time is spent on creativity skills?

Instructional time ____

Activity time ____

15) What activities have you used during the past two months to develop creativity skills?

16) What products, if any, are the results of these activities?



KIDS' CHRONICLE

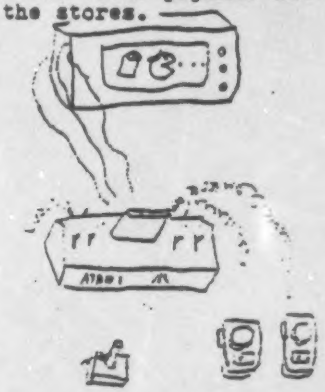
BURST OF NEW ATARI GAMES

Kids everywhere (and adults, for that matter), love the Atari Video Computer System and have for some time. But a burst of new Atari games this year has made it even more popular. The release of Pac-Man in April brought people to the stores, which was followed by an adventure game, Haunted House. Directly after this came three more games: Super Breakout, Yars' Revenge, and that very popular arcade game, Defender. In late August came yet another arcade game, Berzerk, which was followed by a space game, Star Raider. Atari is working on an improved Combat, a sports series, Ms. Pac Man, E.T., and Raiders of the Lost Ark. A new system- the Atari 5200 has just been released.

Activision, which makes games for the Atari console, has turned out three popular games: Starmaster (which is like Star Raider), Chopper Command (which is like Defender), and an adventure game, Pitfall.

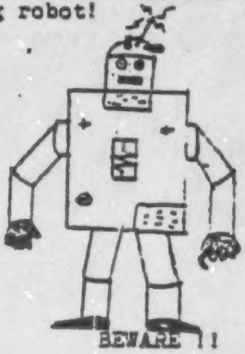
Coleco has also made arcade games for Atari. These include Donkey Kong, Venture, Frogger, and more.

Parker Brothers has come out with an Empire Strikes Back cartridge. Look for these popular new cartridges in the stores.



Monsters In Room 203

Room 203 has been working on a project for the last week called the "Monster Box". The main idea of the project is that the kids pick some activity to do concerning monsters. Some of the things people did was write stories, make menus, perform puppet shows, make monster money,draw pictures of football teams, make shrunken heads, and tell misfortunes for the class. Francis Chow and Miller Jones even made a working robot!



BEWARE !!

This Halloween be extra careful! In addition to the usual precautions be careful about what you eat. Becaus of the Cyanide Scare many parents are not letting their kids out. We don't want you to be sick so watch out for needles, razor blades, strange colors, and things like that. Otherwise, have a Ghoulish time.

The weather this Halloween will be devilish. It will rain black cats and lizard tails with a full moon that will make it perfect for witching. So fellow monsters, enjoy this once-a-year weather.

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A NEW RECORD, MAYBE ...?

Have you ever wondered how many people could fit on a swing and still be able to swing it? Well, some kids in fourth grade did. They fit 12 kids on it and had one more to swing it.

PLAYGROUND SAFETY

One of our reporters recently interviewed Mr. Brown. He does not think kids should play tackle football without proper supervision and equipment. He also thinks boys should not play too rough with girls. If someone gets hurt, punishment can range from a talk or being suspended for a few days. Let's keep Harlan School safe. Don't play tackle football.

************ TOP TENS ************

Hot Singles

1. "Jack and Diane" - John Cougar
2. "Who Can It Be Now" - Men at Work
3. "Eye in the Sky"-Alan Parsons Project
4. "I Keep Forgettin'"-Michael McDonald
5. "Up Where We Belong"- Joe Cocker and Jennifer Warnes
6. "Heart Attack" - Olivia Newton-John
7. "Somebody's Baby" - Jackson Browne
8. "You Can Do Magic" - America
9. "I Ran" - Flock of Seagulls
10. "Abracadabra" - Steve Miller Band

Movies

1. Amityville II:- The Possession
2. An Officer and a Gentleman
3. E. T., The Extra - Terrestrial
4. Pink Floyd the Wall
5. Tempest
6. Going All the Way
7. Fast Times at Ridgemont High
8. Jekyll & Hyde Together Again
9. Chariots of Fire
10. On Golden Pond

STAR OF THE GAME

Sunday, Oct. 24, 1982 - The Brandywine Warriors beat A.I. Wildcats 6 to 0. Scott Morin caught a short pass from Tony Mitola and raced 70 yards for the only touchdown for Scott this season. That was the first time he ever scored the only touchdown of the game. This increase the Warriors' record to four wins, two losses, one tie and gave them a berth in the playoffs. Scott thinks the Warriors will make it to the Championships on the seventh of November.

RECIFE FOR A HALLOWEEN TREAT

If you are having a pumpkin for Halloween and you have a lot of seeds left over, try this method for toasting them:

> Separate the seeds from the pumpkin. Wash and dry them. Put them in a pan with some butter. Put the pan in the oven and turn to medium high heat. When they are golden, they are done. If you wish, sprinkle salt on them.

Easy to do. Takes twenty to forty minutes.

BOOKS, BOOKS, BOOKS

Mrs. Frisby and the Rats of Nimh

This Newberry award winning book is a perfect book to read if you like to read adventure books and/or books about animals. The book is about a mouse named Mrs. Frisby who has a sick child named Timothy. She has to get her family out of the garden before the big plow comes through and wrecks her house. But Timothy is too sick to move! How does she solve this very serious problem? If you would like to find out, read Mrs. Frisby and the Rats of Nimh.

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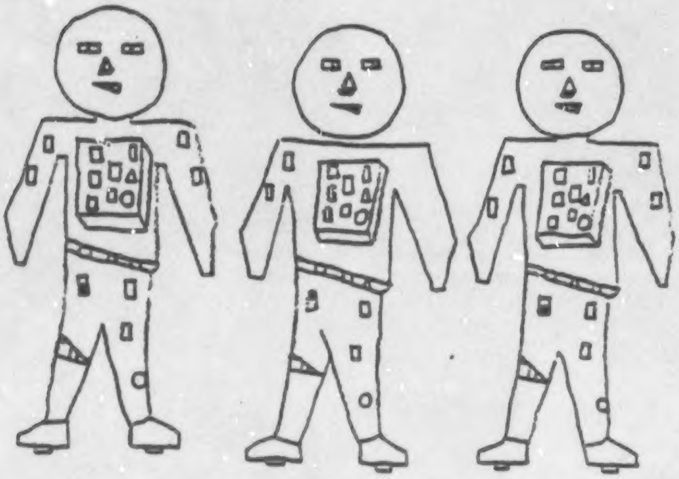
FIND ONE ROBOT THAT IS DIFFERENT THAN THE OTHERS.



Unscramble the words and then put the letters in squares at the bottom. Unscramble them to find the secret word.

lmone ☐ ___ ___ ___ ___
mdadiiio ___ ___ ☐ ___ ___ ___ ___
mpTahno ☐ ☐ ___ ___ ☐ ___ ___
peta ___ ☐ ___ ___
tebret ☐ ___ ___ ___ ☐ ___

___ ___ ___ ___ ___ ___ ___ ___

Answers to last week

ips S [I] P
bacin C [A] [B] [I] N
walrey [L] [A] W Y E [R]
arnb B A [R] [N]
L I B R A R I A N

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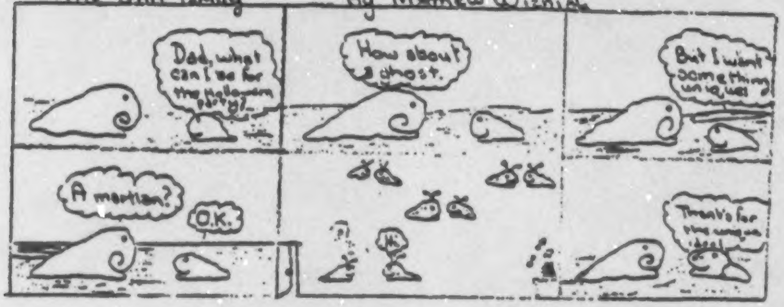
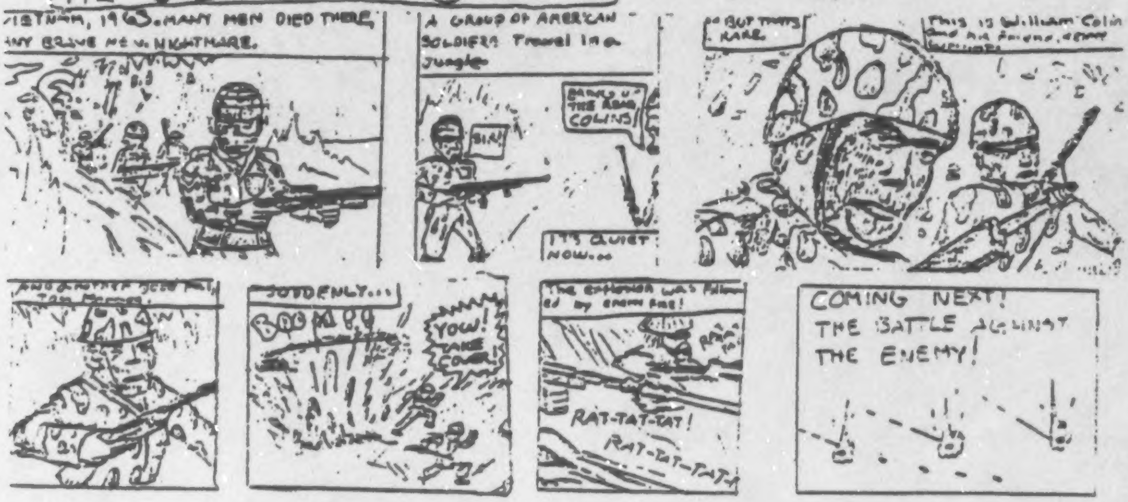
THE FUNNIES

The Snit Family By Matthew Wiznick

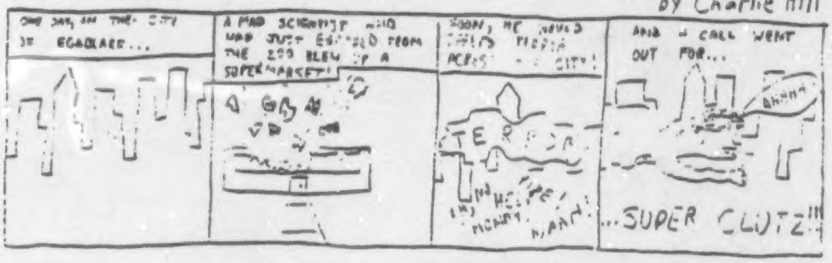

Dad, what can I be for the Halloween party?
How about a ghost.
But I want something unique.
A martian?
O.K.
Thanks for the unique idea!

THE VENGEANCE SEEKER BY Barry Warner


VIETNAM, 1963. MANY MEN DIED THERE. ANY BRAVE MEN. NIGHTMARE.
A GROUP OF AMERICAN SOLDIERS Travel in a Jungle
SIR!
COLLINS!
IT'S QUIET NOW...
...BUT THAT'S RARE.
This is William Colin and his friend
SUDDENLY...
BOOM!
YOW! TAKE COVER!
The explosion was followed by enemy fire!
RAT-TAT-TAT!
RAT-TAT-TAT-
COMING NEXT! THE BATTLE AGAINST THE ENEMY!

SUPER CLUTZ

by Charlie Hill


ONE DAY, IN THE CITY OF ...
A MAD SCIENTIST WHO HAD JUST ESCAPED FROM THE ZOO BLEW UP A SUPERMARKET!
SOON, HE HAD CAUSED TERROR ACROSS THE CITY!
TERROR
HELP!
FIRE!
MONEY!
AND A CALL WENT OUT FOR...
...SUPER CLUTZ!!!

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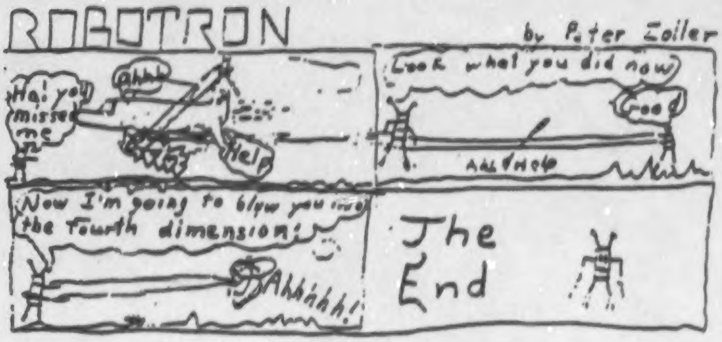
ROBOTRON
by Peter Zoller
Ha! you missed me
Ahhh
Help
Look what you did now
Good
AAAHHHH
Now I'm going to blow you into the fourth dimension!
Ahhhhhh!
The End

Do you know why we celebrate HALLOWEEN?

The name Halloween means hallowed or holy evening because it comes on the day before All Saint's Day. The Druids, priests in ancient Britain and Gaul, had an autumn festival called Samhain, or summers end. It was a day for feasting on the summers harvest. The Druids also believed that on Halloween, ghosts, spirits, witches, faries, and elves came out to harm people. They built large bonfires to scare such creatures away.

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DEAR TABBY,

All letters for Tabby are to be placed in the box in the main lobby of the school.

Dear Tabby,

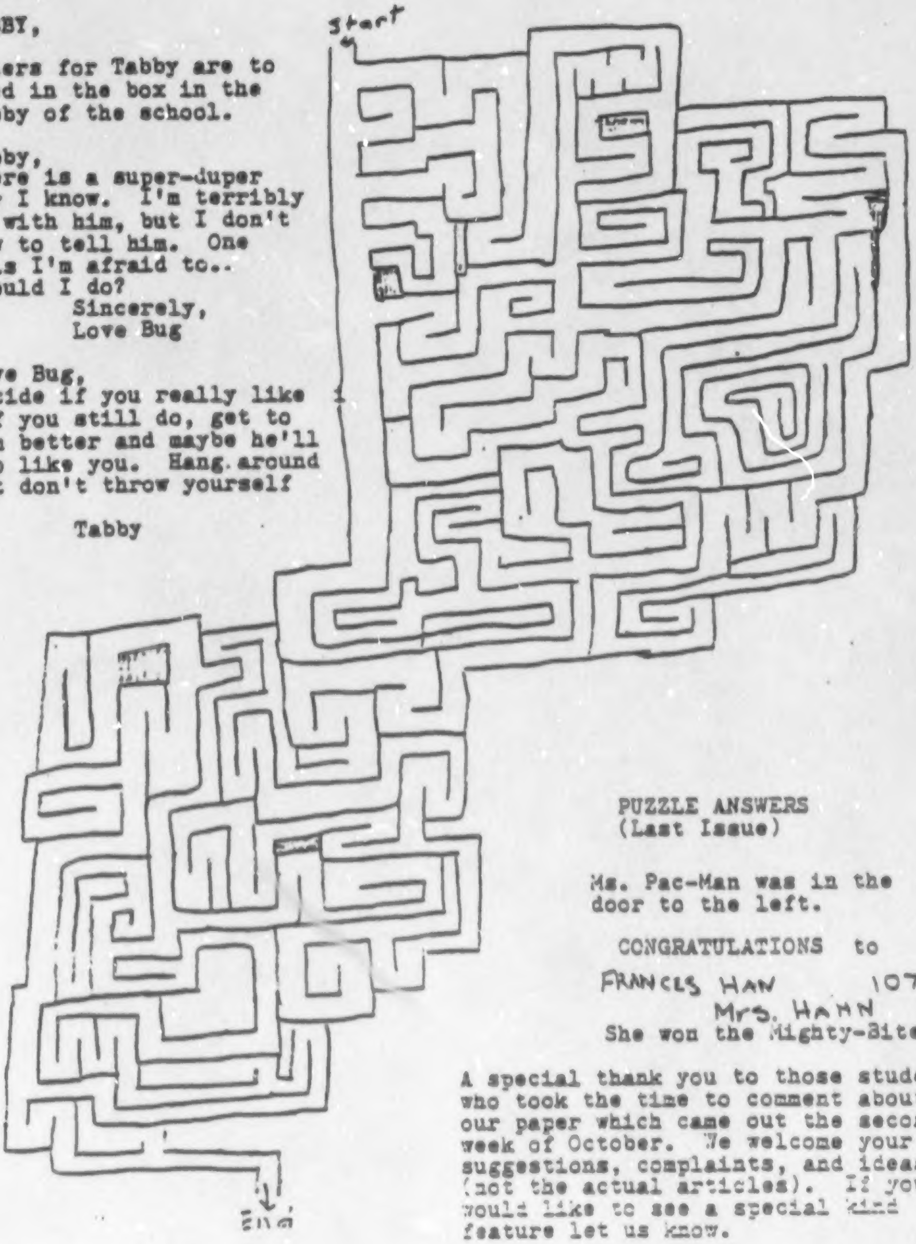
There is a super-duper cute boy I know. I'm terribly in love with him, but I don't know how to tell him. One reason is I'm afraid to.. What should I do?

Sincerely,
Love Bug

Dear Love Bug,

Decide if you really like him. If you still do, get to know him better and maybe he'll start to like you. Hang around him, but don't throw yourself at him.

Tabby



PUZZLE ANSWERS
(Last Issue)

Ms. Pac-Man was in the door to the left.

CONGRATULATIONS to

FRANCIS HAN 107
Mrs. HAHN

She won the Mighty-Bite!

A special thank you to those students who took the time to comment about our paper which came out the second week of October. We welcome your suggestions, complaints, and ideas (not the actual articles). If you would like to see a special kind of feature let us know.

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"BY KIDS,
FOR KIDS,
ABOUT KIDS."

KIDS CHRONICLE

FOND FAREWELL TO PRINCESS GRACE

Princess Grace died in a car accident on Sept. 14. Involved in the tragic accident with Grace was Princess Stephanie (Grace's daughter).

The accident started when Grace Kelly had a stroke at the wheel and the car rolled 40 yards down a steep hill and caught on fire. A person extinguished the fire and a fireman came to pull the princesses out of the car. When the fireman pulled Princess Stephanie out of the car from the driver's side, he suspected Stephanie was driving without a license. When police investigated, they found that since the car had tumbled so far down the hill, Stephanie fell to the other side.

Bulletins came out that said Princess Grace had only a broken rib and brain damage and Princess Stephanie had damaged vertabre. The next day Grace died when Prince Ranier decided to let her off of the life support system. The world will miss Grace Kelly,the academy award-winning actress as well as a princess.

-Becky Bundens

BETTER SAFE THAN SORRY

Students, this week is school bus safety week. Drivers are urged to obey the bus stop law. A student in Room 203 has been on WDEL talking about it. We hope the students at Harlan are doing their part by: sitting down while the bus is moving, talking quietly, and obeying the driver not just this week but all of the time. Remember, we depend on each other and the driver for our safety

- Toni Blye

FOURTH GRADE FEELINGS

On September 23, I went out on the fourth grade playground and found out how three boys felt about their new school. First, I asked them how they liked Harlan. Marc Blumberg answered, "It's a nice school.- better than my old school, Brandywood."

Mark Rabinowitz said that he liked the school better than his old one, too.

Finally, Eric Kresty told me he likes Harlan very much because he knows a lot of people, it is big, and he likes the principal.

When I asked them how they liked Mr. Ricketts, Marc Blumberg said, "Mr. Ricketts is nice, I guess." Mark Rabinowitz agreed.

Eric Kresty said, "He's nice but strict. I like him. He's a good principal.

- Leon Vinokur

BAND PROGRAM

This year band rehearsal is Tuesday at 2:00. Mr. Downs is still the band director.

There aren't any repeated songs from previous years except two traditional songs: one Christmas and one Hanukkah.

Look forward to the concerts!

-Aimee Peltz
Julie Giles

In future issues of Kids Chronicle there will be an advice column. It will be called "Dear Tabby". If you would like to ask a question of Tabby, please feel free to write in. There will be a mailbox in the main hall on the first floor.

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T.V. THIS SEASON

This fall on T.V. we will be seeing a lot of new shows. Some will be good, some so-so, and some really dumb. The good ones will include shows like "Knight Rider", "Square Pegs", and "Gloria". Failures will include shows like "Mama Malone" and "The Quest". You pick your own shows. Happy T.V. watching!

- Toni

E. T. SWEEPS NATION

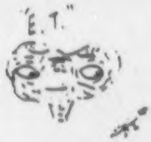
E.T., Steven Spielberg's newest movie has got over half the nation crying, laughing, and in suspense. The loveable extra terrestrial creature captured everyone's heart this summer. Almost everyone who saw E. T. liked the movie. You've heard of Steven Spielberg for Close Encounters of the Third Kind, Raiders of the Lost Ark, Jaws, and his other new movie, Poltergeist; but E. T. was really a great Spielberg movie and in our opinion the best.

- Toni and Becky

MOVIE SURVEY

What's your favorite movie of the year?
Here are the results of the survey:

E. T.	39	votes
Rocky III	12	"
Poltergeist	7	"
The Wrath of Khan	5	"
Chariots of Fire	4	"
Raiders of the Lost Ark	3	"
Friday the 13th	1	"
The Pirate Movie	1	"
Stir Crazy	1	"
Zapped	1	"
Animal House	1	"
Taps	1	"
Meatballs	1	"
Victor Victoria	1	"



THE BAND THIS YEAR

This year the band at Harlan should be very good. There are about thirty-five people in the band now. Toward the end of the school year there should be about sixty-five more members.

There are some unusual instruments in the band. These include the saxophone, French horn, oboe, tuba, and bells. Mr. Downs would like to have more trombones, oboes, and French horns in the band.

The first songs that are being worked on are a traditional Christmas song called "Christmas Chimes" and a traditional Hanukkah song called "Festival of the Eternal Lights". The first concert, a Christmas-Hanukkah Program will be held in December.

FOODS

If you have tuna fish in your house that no one will eat, try the following recipe. It is not easy for kids to make, but you can help your mother make it. It makes a good dinner dish.

Tuna Vegetable Chowder

2 slices bacon
1 cup sliced celery
½ cup chopped onion
1/8 teaspoon ground sage
1/8 teaspoon thyme leaves,crushe
1 can (10 3/4 ozs.)chicken noodle soup
1 can (10 3/4 ozs.) cream of mushroom soup
1 soup can full of milk
1 pkg (10 ozs.) frozen mixed vegetables, cooked and drain
2 cans (6½ to 7 oz. size) tuna, drained and flaked

In large saucepan, cook bacon until crisp; remove and crumble. Cook celery and onion with sage and thyme in drippings until tender, about 5 to 8 minutes.
Stir in soups, milk, vegetables, and tuna. Heat, stirring occasionally. Garnish with crumbled bacon.

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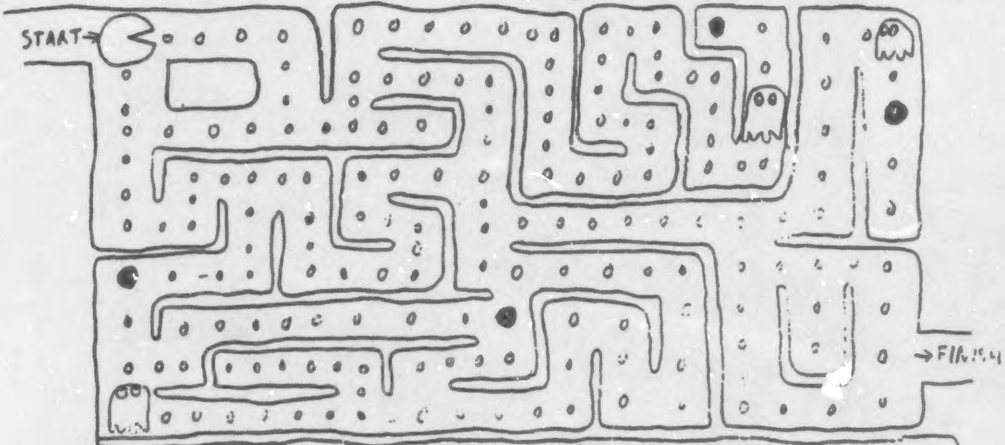

all answer next issue

GUIDE PAC-MAN FROM START TO FINISH. HE MUST EAT EXACTLY TWO POWER PILLS AND 69 DOTS. AVOID THE MONSTERS AND DEAD ENDS. DON'T EAT ANY DOTS TWICE. By Charlie Hill

Unscramble the words below. Then take the letters in squares and put them at the bottom, unscramble them to find the secret word.

ips ___ ☐ ___
bacin ___ ☐ ☐ ☐ ___
walrey ☐ ☐ ___ ___ ___ ☐
arnb ___ ___ ☐ ☐

secret word

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

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SPORTS

Football

The most recent football scores in the Diamond State Conference:

80 - Pounders
A Division

Brandywine 12, Conrad 0
Howard/P.S. 27, A.I. 0
Dickinson/McKean 20, Mt.Pleasant 0

B Division

Dickinson/McKean 7, Mt. Pleasant 7

97 - Pounders

Brandywine 7, Conrad 0
A.I. 13, Howard/P.S. 6
Mt. Pleasant 27, Dickinson/McKean 7

125 - Pounders

Howard/P.S. 7, Dickinson/McKean 6

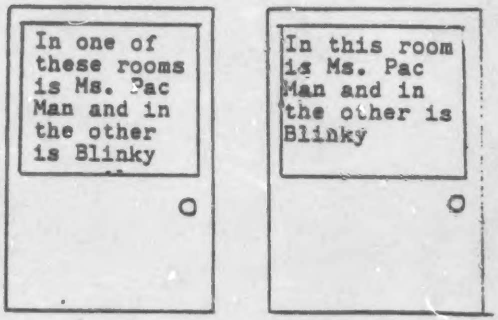
After asking a number of fourth and fifth grade students about their favorite sports, we found soccer to be the sport liked most!

A coming attraction will be the "Winner's Circle"

If you would like to see a sports story, have a complaint, or even your own story to report, please write to us. Put your response in the Kids' Chronicle box in the main hall.

GAMES / PUZZLES

You are Pac-Man. You are standing in a hallway with two doors leading from it. There is a sign on each door and you know that one of the signs must be true and the other must be false. The doors look like this:



In one of these rooms is Ms. Pac Man and in the other is Blinky

In this room is Ms. Pac Man and in the other is Blinky

Which room is Ms. Pac-Man in?

by Karen Morrissey

"DEAR EVERYBODY"

If you have a favorite kind of game that you would like to see in future issues of Kids' Chronicle on the "Game Page", please send it in. All responses should be deposited in the mailbox in the main hall. Look for it.

MORE GAMES AND PUZZLES ON NEXT PAGES

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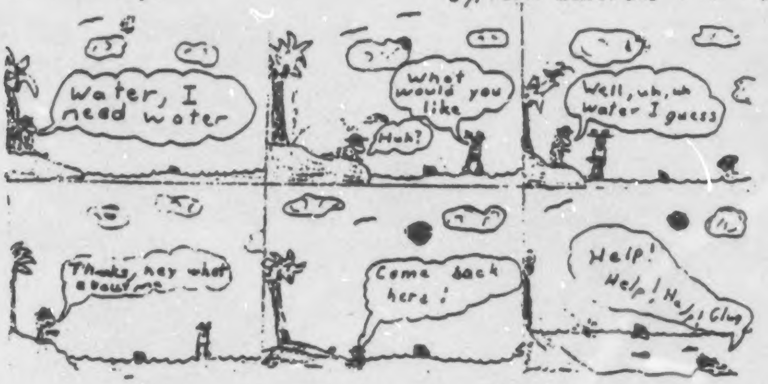
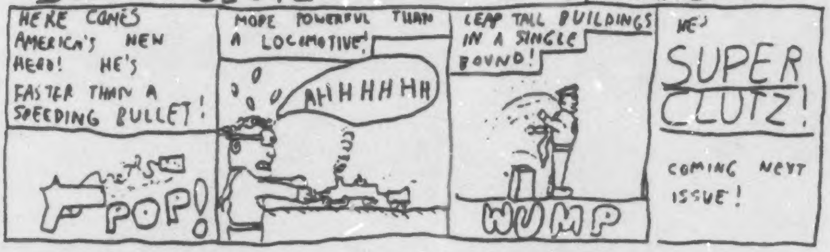
Mr. Strange

by. Peter Zoller and [illegible]


Water, I need water
What would you like
Huh?
Well, uh, uh water I guess
Thanks, hey what about me
Come back here!
Help! Help! Help! Glug

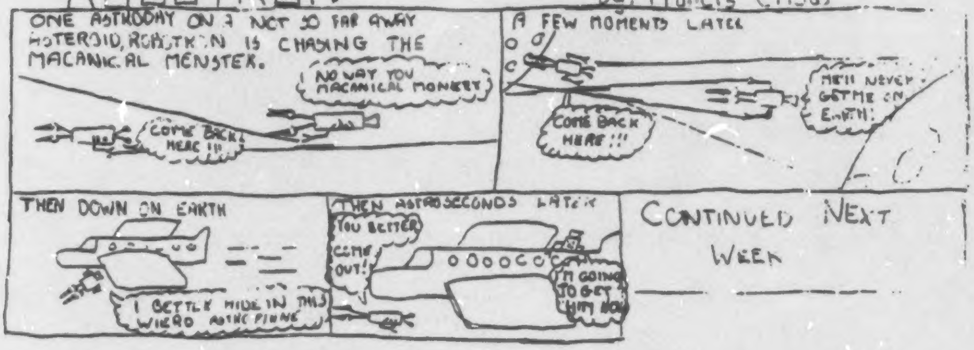
SUPER CLUTZ

by Charlie Hill


HERE COMES AMERICA'S NEW HERO! HE'S FASTER THAN A SPEEDING BULLET!
POP!
MORE POWERFUL THAN A LOCOMOTIVE!
AHHHHHH
LEAP TALL BUILDINGS IN A SINGLE BOUND!
WUMP
HE'S SUPER CLUTZ!
COMING NEXT ISSUE!

ROBOTRON

by. Francis [illegible]


ONE ASTRODAY ON A NOT SO FAR AWAY ASTEROID, ROBOTRON IS CHASING THE MACANICAL MONSTER.
NO WAY YOU MACANICAL MONKEY
COME BACK HERE !!!
A FEW MOMENTS LATER
COME BACK HERE !!!
HE'll NEVER GET ME ON EARTH!
THEN DOWN ON EARTH
I BETTER HIDE IN THIS WIERD ASTRO PLANE
THEN ASTROSECONDS LATER
YOU BETTER COME OUT!
I'M GOING TO GET HIM NOW
CONTINUED NEXT WEEK

THE FUNNIES

TM

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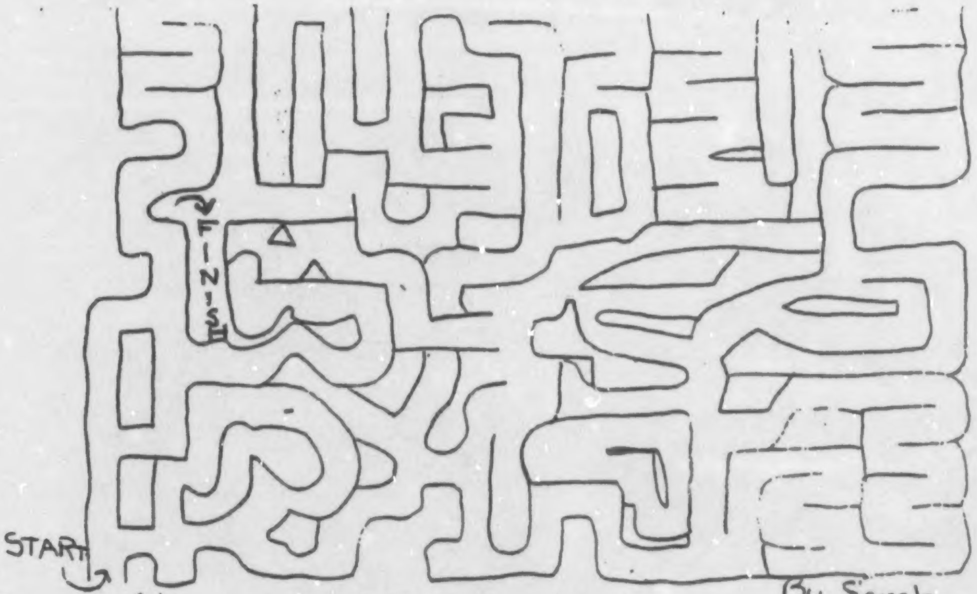
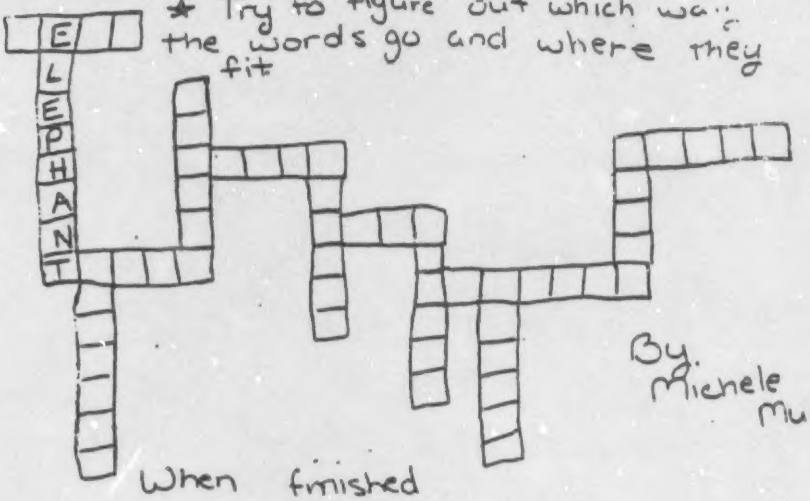


By Sarah Merkel



★ Try to figure out which way the words go and where they fit

4 letter
tear
gear

5 letter
nerer
carts
carps
tiger

6 letter
ration
nation
Cunter
riddle

7 letter
dancers
incense

8 letter
elephant

By. Michele Munyon

When finished return to 203.

Mighty bite offered to the first one to return it all right.

TEACHER III

SNOW TREASURE

Chapters 5-9

1. Why are the children instructed not to say one word, not even "Hello," to strangers?

2. What time of year is it (month)? What is the weather like there at that time of year? Name all the factors you can find that contribute to the weather in the story.

3. Why did Uncle Victor become annoyed with Peter when he asked about the sense of loading the ships with gold bullion if it couldn't sail away because of mines in the water?

4. Why was it important for the children to begin sledding the first day the Germans were there?

5. How long would it take the children to make the trip to the Snake River and back? Explain the plan

6. Why was Peter confused & could not find the cave the first time he led the children to it?

7. If there were a similar situation in this country would you be willing to work on such a dangerous mission? Explain your answer with many reaso

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[illegible]

Snow Treasure Drew Sapira

A' 1. Because if they did, the stranger might be very kind + start asking questions like: "Hi, I heard that Nazi troops are coming in, right?" The child would say, "Yea, we're taking bullion to the snake so they won't take our money." Bad mistake, the Nazi spy got the plan.

2. April. Warm, rainy, not too hot, maybe a day or two that is really hot in April.

Results not factors contributing to the weather

Sledding, Cross-country skiing, snowball fights, bullion in ice blocks, everyone wearing warm clothes, make snowman over gold bullion (IT'S COLDER THERE, IT'S IN ARTIC CIRCLE

3. Peter should know that by the time the gold is loaded on the ship, the fishermen should know about the position of the mines. Pete should know that Norwegians know the water around NORWAY as well as the land.

Not really what the question asks

If the [illegible] the very first day, they would not be suspicious. They would assume they sledded all the time.

4. The quicker they get the gold out, they have a better chance not to lose their gold to the Germans.
5. 2 days. They would get their load, go to the snake + unload. Then they would go to the Holms farm + spend the night (1 DAY). The next day they would eat breakfast + supper, then go home (2 DAYS)
6. Because they had put evergreens (trees) that made a corridor in front of the wall. When he was first there, nowhere in sight were any trees, but some men had made this after he'd left for home.
7. Well, yes, because I like exciting things like missions, spying, + it would be a chance to become a mark in history. I would feel proud to do something for the whole country. I could say to my children (when I grew up), that I'd done a heroic thing for our country.

100%

A Snow Treasure Drew Sophia

Chapters 10-14

1. I'd ask, "What are those bricks that you have there, let me see one?" (That German needs glasses).
2. "Are you crazy, if you think they're so nice, then why are they invading Norway? Maybe this group of Germans is nice but don't count on it. If they had noticed the bricks, why, they might of found out our scheme & BAM we're dead."
3. It depends on what he said. If he'd said "yes" & then said bye & left, it would be [illegible] [illegible], it wouldn't.
4. I'd feel bad because everybody think they don't like me, even though I was trying to be nice.
5. Because some kids couldn't carry 4 bricks (which weighed a lot) & had to carry 2, which then didn't weigh 4 tons per week.

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PROGRAM GOALS

THE GOALS FOR THE ACADEMICALLY GIFTED PROGRAM ARE:

1. TO DEVELOP COGNITIVE SKILLS:
   - A. CREATIVITY
   - B. PROBLEM SOLVING
   - C. CRITICAL THINKING
2. TO DEVELOP AFFECTIVE SKILLS:
   - A. LEADERSHIP
   - B. AWARENESS AND ACCEPTANCE OF SELF AS AN INDIVIDUAL AND AS A MEMBER OF A GROUP
   - C. INDEPENDENCE
   - D. APPRECIATION OF LEARNING
3. TO PROVIDE OPPORTUNITIES FOR STUDENTS TO ORGANIZE INFORMATION, IDEAS, FEELINGS, INTO FORMS THAT CAN BE SHARED

CREATIVITY SKILLS

The skill of creativity is emphasized in gifted education and it can be developed. The following four components are included in this skill:

1. FLUENCY - the ability to generate a large number of ideas
2. FLEXIBILITY - the ability to see things from different points of view
3. ORIGINALITY - the ability to come up with a new idea or a unique idea
4. ELABORATION - the ability to take a basic idea and expand on it

These elements do not exist (nor are they developed) in isolation. Examples of activities used to develop this skill follow.

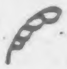
1. FLUENCY

* "What are all the things the color red reminds you of?"

* "I am going to hold some things up in the air. As long as they are there, I want you, everyone at the same time, to talk about them. Ready....go! "

2. FLEXIBILITY

* (A 2-minute mystery)
"The man was afraid to go home because the man with the mask was there"
ANS. The man is a base runner and the masked man is the catcher in a baseball game

* "NOODLES" - "What are all the things this could be?" 

* "What is the center of gravity?" (It could be the letter 'V')

3. ORIGINALITY

- After examining a bowl containing a 'mystery cereal'....students:
    - create a new name for it
    - design and make a mock up cereal box for it
    - write and advertise the new cereal through an advertising campaign
    - create a cartoon character to help sell the cereal

4. ELABORATION

- "What else can you tell us about that?"
- "You have decided that you want to become a plumber. Your partner is your parent and he/she wants you to go on to college...maybe law school. Convince your partner that what you want him/her to do is really the best thing."

CRITICAL THINKING SKILLS

The critical thinking skills are based on Bloom's Taxonomy of Educational Objectives. The knowledge, comprehension, and application objectives are basic and easier to achieve. The more difficult skills of analysis, synthesis, and evaluation are emphasized in gifted education. These complex skills are developed through discussion groups, questions, small group activities, literature assignments, and project work.

The following six critical thinking skills are developed in the Academically Gifted Program:

1. KNOWLEDGE - recalling facts
2. COMPREHENSION - understanding the facts
3. APPLICATION - applying knowledge of previously learned facts to particular concrete situations
4. ANALYSIS - separating a complex whole into its parts or elements
5. SYNTHESIS - combining elements to form a new idea or thing
6. EVALUATION - judging the worth or value of something

Examples of questions from the book George by Koningsborg which are used to develop critical thinking skills are as follows:

1. KNOWLEDGE - What is upsetting Howard?
2. COMPREHENSION - Why did Ben take the blame for the manufacture of the LSD? Write all the reasons you can.
3. APPLICATION - Have you ever been unjustly accused of something? How did you feel? How was the situation resolved?
4. ANALYSIS - Name at least two of Howard's personality traits. Cite examples to support your choice of words.
5. SYNTHESIS - Considering his personality traits, describe Howard and his interests ten years from now.
6. EVALUATION - Do you agree with Ben's decision to take the blame for William? Why or why not?

INQUIRY SKILLS

The inquiry skills used in scientific investigations are a major component of the academically gifted program. The students identify a problem, research and collect data concerning the problem, then analyze the data. During their investigation, they formulate a hypothesis and use their data to test their hypothesis. Students evaluate their investigations to judge the value or importance of the problem they are studying.

Examples of the questions used to develop the inquiry skills are as follows:

1. PROBLEM IDENTIFICATION - What is it?
2. RESEARCH - What do you see? Hear? Notice about this? What are its characteristics? What are the similarities? Which of these do you think belong together? What are the differences?
3. HYPOTHESIS - What do you think? What are some causes for this?
4. VALIDATION - What evidence do you have? How do you know?
5. EVALUATION - Of what value is this? How important is this? Which of these would be best if (given criteria or conditions) or for (given criteria or conditions)? Why do you think ____________________ is (is not) best?

BRANDYWINE SCHOOL DISTRICT

PENNSYLVANIA AVENUE
CLAYMONT, DELAWARE 19703
(302) 792-3800

ACADEMICALLY GIFTED PROGRAM

STUDENT PROGRESS REPORT

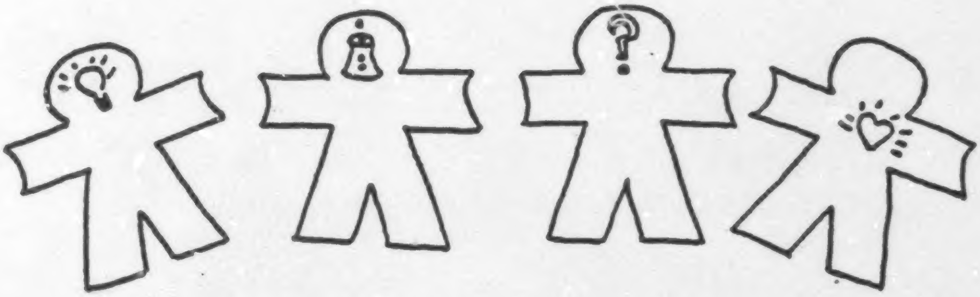
Student ______________________ Teacher(s) ____________________

School ____________________ Grade _________ Date ______________

KEY: (1) Excellent progress (2) Satisfactory work (3) Needs Improvement

	Progress		Comment
CRITICAL THINKING SKILLS			
Application: applying knowledge of previously learned facts to particular situations			
Analysis: separating a complex whole into its parts or elements			
Synthesis: combining elements to form a new idea or thing			
Evaluation: drawing conclusions and making judgment			
PROBLEM SOLVING SKILLS			
Includes problem identification research, hypothesizing, validation and evaluation			
CREATIVE THINKING SKILLS:			
Includes fluency, flexibility, originality and elaboration			
RESPONSIBILITY:			
Sets appropriate goals			
Completes assignments			
Evaluates process and product			
Takes initiative			

11/81



Using the skills of creativity, critical thinking, inquiry and affective learning, the students organize information, ideas, feelings, into forms that can be shared. The students research some topic and use their collected data to make some new product that can be shown to others. Students have designed and built solar powered cars and planes, weather stations, a model for eliminating pollutants emanating from gas stations, and written a computer program. Products relate as much as possible to real life problems.

APPENDIX G

Dear Teachers:

In an effort to assess the growth and development of abstract and critical thinking skills in our students, the Brandywine School District is piloting a test program of selected classes in the 4th, 5th, and 6th grades at Harlan and P.S. duPont Schools. The Ross Test of Higher Cognitive Processes is being used to test students in September and again in April.

Please make arrangements to test each of your A/G classes the week of September 20th. The testing requires two sessions of 50 and 55 minutes. I suggest one session in the morning and one in the afternoon, if your schedule permits. Children should not be excused from the room during testing.

Test and answer sheets are to be returned to me as soon as possible, but no later than September 24. Make-up tests for absentees will be _________________________. Contact me to make those arrangements.

Accompanying this letter, are letters to parents requesting their permission to test. These are to go home the first day the child attends your class. Please urge the children to return them immediately. Only the children who have parental permission are to be tested. The parent permission slips are to be turned in to me along with the tests.

Thank you for your cooperation.

Sincerely,

(For P.S. duPont A/G teachers. To be given to teachers September 13, 1982.)

APPENDIX H

Dear Teachers:

In an effort to assess the growth and development of abstract and critical thinking skills in our students, the Brandywine School District is piloting a test program of selected classes in the 4th, 5th, and 6th grades at Harlan and P.S. duPont Schools. The Ross Test of Higher Cognitive Processes is being used to test those students in September and again in April.

Please make arrangements to test your homeroom class on ____.
The testing requires two sessions of 50 and 55 minutes. Test and answer sheets should be returned to me as soon as possible, but no later than ____________________________ (end of that week). Make-up tests for absentees will be _______________________________________.
Contact me to make those arrangements.

Accompanying this letter, are letters to parents requesting their permission to test. These are to go home the first day of school or on the child's first day of attendance in your class. Please urge the children to return them immediately. Only the children who have parental permission are to be tested. The parent permission slips are to be turned in to me along with the tests.

Thank you for your cooperation.

Sincerely,

(For Harlan and P.S. duPont teachers of selected 4th, 5th, and 6th grades classes and also Harlan A/G teachers. To be given to teachers September 13, 1982.)

APPENDIX I

Dear Parents:

In an effort to assess the growth and development of abstract and critical thinking skills in our students, the Brandywine School District is piloting a test program of selected classes in the 4th, 5th, and 6th grade at Harlan and P.S. duPont Schools. The Ross Test of Higher Cognitive Processes will be used to test students in September and again in April.

The testing dates will be arranged with your child's teacher so that as little interference as possible with the regular curriculum will be incurred. The testing will occur in two sessions of 50 and 55 minutes on both testing dates.

If you are willing to allow your child to participate in this pilot, please sign the tear slip below, and have your child return it to his/her teacher as quickly as possible. The results of these tests will in no way affect your child's grades or placement, and individual scores will be kept confidential.

If you would like a one page summary of test findings along with your child's scores, please check below, and give your name and address. These will be sent to you in June, 1983.

Thank you for your cooperation.

Sincerely,

I (give, do not give) permission for my child, ______________________,
(Child's name)
to take the Ross Test of Higher Cognitive Processes.

Signature ________________________

☐ I would like a test findings summary and my child's scores in June.

Name ______________________________

Address ____________________________

____

(For parents of Harlan and P.S. duPont A/G students and students in selected 4th, 5th, and 6th grades at Harlan and P.S. duPont Schools.)

APPENDIX J

Dear Parents:

In an effort to create an even more effective academically gifted program for your child, we are asking you to answer the attached questionnaire. Please answer the questions by circling the letter in the right hand column that most closely reflects your opinion. Any comments you wish to make may be recorded on the back of the questionnaire.

Please have your child return the questionnaire to his/her teacher or to me as soon as possible.

Thank you for your cooperation.

Sincerely,

For parents of Harlan and P.S. duPont gifted students.

To be given to A/G teachers September 13.

Teachers are to distribute these along with questionnaires on the first day of class.

APPENDIX K

Dear Teachers:

The attached parent and student questionnaires are a very important part of our evaluation of the gifted programs. Please see that they are filled out and returned to me as soon as possible, but no later than October 1, 1982.

The student questionnaire should be given on the first day of class and collected at that time. Please be sure the child's name and other pertinent information are on each questionnaire. Absentees should complete the questionnaire on a following class day.

Parent questionnaires, along with the accompanying letter, should go home the first day of class. Please stress to the children the importance of the parent questionnaire, and that it must be returned as quickly as possible. Every effort should be made to get one from each child's parents. Extra copies are available if a child loses it. Please be sure each questionnaire has a name on it along with other requested information.

Thank you for your cooperation.

Sincerely,

For Harlan and P.S. duPont A/G teachers.

To be given to teachers along with questionnaires and parent letters on September 13, 1982.

APPENDIX L

Dear Teachers:

Approximately once every two months, Dr. Linda Winfield of the New Castle County Data Service Center will visit your classroom to confer and collect data from you. The information she will be asking you for is on the attached form. This activity is part of the evaluation design for the academically gifted program this year in the Brandywine School District.

Dr. Winfield will notify you of the week and/or day that she would like to visit. It would be helpful if you responded to her with information regarding days and times that would not be convenient or would be inappropriate for her visit.

The data she collects will be written up, and copies will be sent to you. This is formative evaluation data for your information to use as you see fit. Formative evaluations are for the purpose of personal growth and development, and are not judgmental in nature. Conferences will be conducted with all six teachers of the academically gifted at Harlan and P.S. duPont Schools. In late spring information from these will be tabulated and analyzed to help in the evaluation of the gifted programs as they fit into our school system. In no way will they be used for individual teacher evaluations, and no names will be used in the final reports.

Because of the nature of the data Dr. Winfield will be asking for, it would be easier for you to provide her with the information she wants if you notate in your lesson plan book each day what skill(s) each activity stressed and how much time was spent on the instruction and activity. It might be helpful also to display in the room, or set aside, typical products, if any, of the activities. Note, also, as they occur, problems that interfere with your program.

Thank you in advance for your cooperation and support. Hopefully, the year and results will provide us with important summative and formative evaluation information about the academically gifted programs in the Brandywine School District at the intermediate level.

Sincerely,

(For Harlan and P.S. duPont A/G teachers. To be distributed early in school year, along with the interim conference form.)

APPENDIX M

FORM FOR INTERIM CONFERENCE

1. Teacher will identify actual number of instructional minutes available to her during the day and/or week.

2. Teacher will estimate the time spent on critical thinking skills.
    a. Instructional and activity time (minutes per month per group).

3. Teacher will discuss and explain activities used to develop critical thinking skills in the past two months.

4. Teacher will show example products, if any, or explain the products of critical thinking activities.

5. Teacher will estimate the time spent on problem solving skills.
    a. Instructional and activity time (minutes per month per group).

6. Teacher will discuss and explain activities used to develop problem solving skills in the past two months.

7. Teacher will show or explain products of problem solving activities.

8. Teacher will estimate the time spent on creativity skills.
    a. Instructional and activity time (minutes per month per group).

9. Teacher will discuss and explain activities used to develop creativity skills in the past two months.

10. Teacher will display and discuss products of creativity activities.

11. During discussions, teacher will highlight activities in which skills overlap.

12. Teacher will discuss any problems in implementing the program, and these will be recorded.

(To be distributed to each of the A/G teachers at P.S. duPont and Harlan School early in the school year along with letter explaining the conference.)

APPENDIX N

FORM FOR INTERIM CONFERENCE WITH PRINCIPALS

Principals at Harlan and P.S. duPont Schools will be interviewed at two month intervals to determine the following:

1. Principal's general attitude about the program.
2. Principal's concerns emanating from:
    a. Teacher concerns
    b. Parent concerns
    c. Student concerns

(For principals at Harlan and P.S. duPont Schools and Lucille Sherman, the interviewer.)

APPENDIX O

Interview with Andrew Ricketts, Principal of Harlan Elementary School, to determine external factors which may affect the Harlan Academically Gifted Pilot Program.

Interviewer: Lucille K. Sherman
Date of Interview: November 23, 1982

Question: What is your overall impression of the A/G program at Harlah this year?

Response: It is better than last year's pull-out program. There is less disruption for both the regular and gifted teachers.

Question: Are you more or less satisfied with the 5-day/week program as compared to a one-day/week program? Why:

Response: More satisfied. See above.

Question: How do you feel about gifted education in general?

Response: It is just as important as special education at the other end of the spectrum.

Question: What concerns do you have about the program that emanate from:

a. teacher concerns
b. parent concerns
c. student concerns

Response: Teacher concerns:

A/G teachers seem overwhelmed at times with the massive amount of work meeting the needs of their students.

Regular teachers: None

Parent concerns:

Parents of regular students tend to feel that A/G students get everything; they feel that there are more discipline problems in the regular classes since A/G students have been pulled out of the regular classroom.

Student concerns: None

APPENDIX P

Interview with Dr. Larry Hobdell, principal of P.S. duPont Elementary School, to determine external factors which may affect the Academically Gifted Program at P.S. duPont.

Interviewer: Lucille K. Sherman
Date of interview: November 29, 1982

Question: What is your overall impression of theA/G program at P.S. duPont this year?

Response: There seems to be more understanding between A/G and regular teachers regarding purpose of program. An effort has been made on the part of the administrator to resolve or avoie scheduling conflicts. These factors make for a more positive program in P.S.

Question: Do you prefer a one-day/week pull-out, or would you prefer a 5-day/week program? Why?

Response: I would prefer a full time program with limited mainstreaming in areas other than ability grouped subjects. I think the needs of gifted students would be better served.

Question: How do you feel about gifted education in general?

Response: It offers a real attraction for children with ability who would want to come to public school. This program has gone a long way to keep bright children inpublic school.

Question: What concerns do you have about the program that emanate from:

a. teacher concerns
b. parent concerns
c. student concerns

Response: Teacher concerns:
There needs to be a process for better communication, i.e., block out time for A/G teachers and regular teachers to meet.

Parent concerns: None

Student concerns: None

APPENDIX Q

BRANDYWINE
School District

FRANK J. FURGELE, SUPERINTENDENT

Harlan Elementary School
30TH & JEFFERSON STREETS
WILMINGTON, DELAWARE 19802
(302) 429-4349

ANDREW RICKETTS, PRINCIPAL

May 2. 1983

Dear Parents,

Last fall you completed a questionnaire regarding some of your perceptions and expectations about the academically gifted program at Harlan School.

Attached to this letter is a similar questionnaire. We are interested in knowing if your perceptions have changed and whether or not the program was what you expected. Your answers will further help us in planning for next year.

Please complete the questionnaire and return to your child's teacher or to the principal of the school as soon as possible, but no later than May 27, 1983. Thank you for your cooperation.

Sincerely,

Andrew Ricketts

Andrew Ricketts,
Principal

ep

BRANDYWINE SCHOOL DISTRICT . PENNSYLVANIA AVENUE . CLAYMONT . DE 19703 . (302) 792-3800

APPENDIX R

BRANDYWINE
School District

FRANK J. FURGELE, SUPERINTENDENT

Harlan Elementary School
36TH & JEFFERSON STREETS
WILMINGTON, DELAWARE 19802
(302) 429-4349

ANDREW RICKETTS, PRINCIPAL

May 13, 1983

Dear Parents,

As you recall, your child was given the Ross Test of Higher Cognitive Processes, associated with critical thinking, last fall and again this spring. Given below are your child's raw score and the average grade of your child's class for each testing session.

Thank you for your cooperation in this assessment program.

Sincerely,
Andrew Ricketts
Andrew Ricketts

Fall Testing
Class average__________________
Your child's score______________

Spring Testing
Class average__________________
Your child's score______________

cc: Dr. Ho[illegible]ll

BRANDYWINE SCHOOL DISTRICT . PENNSYLVANIA AVENUE . CLAYMONT . DE 19703 . (302) 792-3800

APPENDIX S

STUDENT QUESTIONNAIRE

HARLAN SCHOOL

Name ________________________________ Grade ____ Sex ____ Race ____

I. Directions:

For the following statements please rank with a letter the importance of that statement for the academically gifted program.

A = Very important
B = Important
C = Not very important
D = Not important at all
E = Do not understand the statement

Draw a circle around the letter in the right hand column that best expresses your opinion.

Goals

1. Basic language skills of grammar, writing, and spelling should be taught.	A	B	C	D	E
2. Basic reading skills should be taught.	A	B	C	D	E
3. Basic math skills should be taught.	A	B	C	D	E
4. Social studies concepts and content should be presented.	A	B	C	D	E
5. Science concepts, content, and experiments should be presented.	A	B	C	D	E
6. Higher level critical thinking skills of analysis, synthesis, and evaluation should be developed.	A	B	C	D	E
7. Creative thinking skills of fluency, flexibility, originality, and elaboration should be developed.	A	B	C	D	E
8. Problem solving skills of hypothesizing, validation, and evaluation should be developed.	A	B	C	D	E
9. Inquiry skills in which students identify a problem, research and collect data concerning the problem, and then analyze the data should be developed.	A	B	C	D	E
10. Independent learning skills should be developed, and independent learning activities should be provided to aid in that development.	A	B	C	D	E
11. Leadership training should occur.	A	B	C	D	E
12. Activities to develop self awareness and self-acceptance should be provided.	A	B	C	D	E
13. Activities to develop awareness and acceptance of others should be provided.	A	B	C	D	E
14. Group interaction with classmates to solve a problem should occur often.	A	B	C	D	E
15. The gifted program should provide a differentiated curriculum--i.e., a curriculum different from that found in a regular classroom.	A	B	C	D	E
16. Acceleration of basic skills should occur.	A	B	C	D	E
17. Research and library skills should be taught	A	B	C	D	E
18. Strict discipline should be maintained in the classroom.	A	B	C	D	E
19. Parent involvement in the child's learning should occur.	A	B	C	D	E
20. Parents and teachers should communicate frequently on matters of both a positive and negative nature.	A	B	C	D	E

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II. Directions:
For the following questions please draw a circle around the letter of the answer in the right hand column that most closely states your opinion.

Social Concerns

21. How many scheduled activities per week do you participate in after school or in the evenings that are not related to this classroom? (Examples: piano lessons, gymnastics, religious school, or baseball team practice.)	A. 0-1 B. 2 C. 3 D. 4 or more
22. In this classroom you will be working with boys and girls who have abilities very similar to yours. How do you feel about that?	A. Unhappy B. Doesn't matter C. Pleased D. Very pleased
23. How much time do you think you will find to spend with boys and girls not in this program?	A. Very little B. Some C. Enough D. More than enough
24. How are you feeling about school this year in a 5-day per week gifted class?	A. Unhappy B. Doesn't matter C. Pleased D. Very pleased

Academic Concerns

25. Do you think you will learn and develop your skills more in this classroom than you would have in a regular classroom?	A. No B. Slightly more C. More D. Much more
26. Do you think what you learn in this classroom will be different from what you would learn in a regular classroom?	A. Not different B. Slightly different C. Different D. Very different
27. Do you think the learning activities in this classroom will be different from those in a regular classroom?	A. Not different B. Slightly different C. Different D. Very different
28. Do you expect the amount of work in this classroom to differ from the amount you would have in a regular classroom?	A. Less B. The same C. More D. Much more
29. What do you consider a reasonable amount of homework per night?	A. None B. ½ hour C. 1 hour D. More than 1 hour
30. When you meet a new and difficult problem, do you work on it very hard and consistently until you solve it?	A. Rarely B. Sometimes C. Usually D. Always
31. Do you do your work in school and your homework at home willingly and without prodding from either your parents or your teacher?	A. Rarely B. Sometimes C. Usually D. Always

Comments: ______________________________

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APPENDIX T

PARENT QUESTIONNAIRE

HARLAN SCHOOL

Child's Name ______________________ Child's Grade ____ Sex ____ Race ____

I. Directions:

For the following statements please rank with a letter the importance of that statement for the academically gifted program.

A = very important
B = important
C = not very important
D = not important at all
E = do not understand the statement

Draw a circle around the letter in the right hand column that best expresses your opinion.

Goals

1. Basic language skills of grammar, writing, and spelling should be taught.	A	B	C	D	E
2. Basic reading skills should be taught.	A	B	C	D	E
3. Basic math skills should be taught.	A	B	C	D	E
4. Social studies concepts and content should be presented.	A	B	C	D	E
5. Science concepts, content, and experiments should be presented.	A	B	C	D	E
6. Higher level critical thinking skills of analysis, synthesis, and evaluation should be developed.	A	B	C	D	E
7. Creative thinking skills of fluency, flexibility, originality and elaboration should be developed.	A	B	C	D	E
8. Problem solving skills of hypothesizing, validation, and evaluation should be developed.	A	B	C	D	E
9. Inquiry skills in which students identify a problem, research and collect data concerning the problem, and then analyze the data should be developed.	A	B	C	D	E
110. Independent learning skills should be developed, and independent learning activities should be provided to aid in that development.	A	B	C	D	E
11. Leadership training should occur.	A	B	C	D	E
12. Activities to develop self awareness and self-acceptance should be provided.	A	B	C	D	E
13. Activities to develop awareness and acceptance of others should be provided.	A	B	C	D	E
14. Group interaction with peers to solve a problem should occur often.	A	B	C	D	E
15. The gifted program should provide a differentiated curriculum--i.e., a curriculum different from that found in the regular classroom.	A	B	C	D	E
16. Acceleration of basic skills should occur.	A	B	C	D	E
17. Research and library skills should be taught.	A	B	C	D	E
18. Strict discipline should be maintained in the classroom.	A	B	C	D	E
19. Parent involvement in the child's learning should occur.	A	B	C	D	E
20. Parents and teachers should communicate frequently on matters of both a positive and negative nature.	A	B	C	D	E

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II. For the following questions please draw a circle around the letter of the answer in the right hand column that most closely reflects your opinion.

Social Concerns

21. Children in the gifted program interact on a daily basis in the classroom primarily with children of similar abilities. How do you perceive that situation?	A. Not desirable B. Slightly desirable C. Desirable D. Very desirable
22. How much time do you believe your child will have for interaction with children of all backgrounds and abilities even though he/she is in the 5-day/week gifted program?	A. Far too little B. Little C. Sufficient D. More than sufficient
23. What is the degree of optimism and enthusiasm you feel about the Harlan academically gifted program at this time?	A. None B. Little C. Some D. A great deal
24. What is the degree of optimism and enthusiasm you perceive your child feels about the Harlan academically gifted pilot program at this time?	A. None B. Little C. Some D. A great deal

Academic Concerns

25. As compared to the regular classroom setting, how much do you expect your child to learn in the basic skill areas in the gifted classroom setting?	A. Less B. Same amount C. More D. Much more
26. As compared to the regular classroom setting, how much growth do you expect your child to achieve in the critical thinking, creativity, and problem solving skills?	A. Less B. Same amount C. More D. Much more
27. As compared to the regular classroom, how much time to you expect your child to spend on school tasks?	A. Less B. Same amount C. More D. Much more
28. Because you know your child's academic strengths and weaknesses, how many academic problems do you predict for your child this year?	A. None B. Few C. Moderate number D. Many
29. Do you consider your child academically self-motivated?	A. Very slightly B. Slightly C. Moderately D. Highly

Survey Information

30. How many years has your child participated in an academically gifted program prior to this year?	A. 0 years B. 1 year C. 2 years D. 3 or more years

Comments:

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APPENDIX U

STUDENT QUESTIONNAIRE

P. S. DUPONT

Name ____________________ Grade ___ Sex ___ Race ___ A/G Teacher ________________

I. Directions:

For the following statements please rank with a letter the importance of that statement for the academically gifted program.

A = Very important
B = Important
C = Not very important
D = Not important at all
E = Do not understand the statement

Draw a circle around the letter in the right hand column that best expresses your opinion.

Goals

1. Higher level critical thinking skills of analysis, synthesis, and evaluation should be developed.	A	B	C	D	E
2. Creative thinking skills of fluency, flexibility, originality, and elaboration should be developed.	A	B	C	D	E
3. Problem solving skills of hypothesizing, validation, and evaluation should be developed.	A	B	C	D	E
4. Inquiry skills in which students identify a problem, research and collect data concerning the problem, and then analyze the data should be developed.	A	B	C	D	E
5. Independent learning skills should be developed, and independent learning activities should be provided to aid in that development.	A	B	C	D	E
6. Leadership training should occur.	A	B	C	D	E
7. Activities to develop self awareness and self-acceptance should be provided.	A	B	C	D	E
8. Activities to develop awareness and acceptance of others should be provided.	A	B	C	D	E
9. Group interaction with classmates to solve a problem should occur often.	A	B	C	D	E
10. The gifted program should provide a differentiated curriculum--i.e., a curriculum different from that found in a regular classroom.	A	B	C	D	E
11. Research and library skills should be taught.	A	B	C	D	E
12. Strict discipline should be maintained in the classroom.	A	B	C	D	E
13. Parent involvement in the child's learning should occur.	A	B	C	D	E
14. Parents and teachers should communicate frequently on matters of both a positive and negative nature.	A	B	C	D	E

II. Directions:

For the following questions please draw a circle around the letter of the answer in the right hand column that most closely states your opinion.

Social Concerns

15. How many scheduled activities per week do you participate in after school or in the evenings that are not related to this school? (Examples: piano lessons, religious school, gymnastics, baseball team practice.)	A. 0 - 1 B. 2 C. 3 D. 4

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16. In this classroom, you will be working with boys and girls who have abilities very similar to yours. How do you feel about that?	A. Unhappy B. Doesn't matter C. Pleased D. Very pleased
17. Four days of the week you spend in classrooms with children of mixed abilities and backgrounds. How do you feel about that?	A. Unhappy B. Doesn't matter C. Pleased D. Very pleased
18. How do you feel about participating in the gifted program this year?	A. Unhappy B. Doesn't matter C. Pleased D. Very pleased

Academic Concerns

19. Because you are in this program, do you think your critical thinking, problem solving, and creative skills will develop more than they would have if you were not here?	A. No more B. Slightly more C. More D. Much more
20. Do you think what you learn in this classroom will be different from what you learn in your regular classroom?	A. Not different B. Slightly different C. Different D. Very different
21. Do you think the learning activities in this classroom will be different from those in your regular classroom?	A. Not different B. Slightly different C. Different D. Very different
22. Because you are in this program do you think you will spend more or less time on school work than you would if you were not here?	A. Less B. The same C. More D. Much more
23. What do you consider a reasonable amount of homework per week for the gifted program?	A. None B. ½ hour C. 1 hour D. More than 1 hour
24. When you meet a new and difficult problem, do you work on it very hard and consistently until you solve it?	A. Rarely B. Sometimes C. Usually D. Always
25. Do you do your work in school and your homework at home willingly and without prodding from either your parents or teachers?	A. Rarely B. Sometimes C. Usually D. Always

Comments: ______________________________

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APPENDIX V

STUDENT QUESTIONNAIRE **HARLAN SCHOOL**

Name: ______________________________ Grade ___ Sex ___ Race ___ A/G Teacher __________

I. Directions:
For the following statements please rank with a letter the importance of that statement for the academically gifted program.

A = Very important
B = Important
C = Not very important
D = Not important at all
E = Do not understand the statement

Draw a circle around the letter in the right hand column that best expresses your opinion.

GOALS

1.	Basic language skills of grammar, writing and spelling should be taught	A	B	C	D	E
2.	Basic reading skills should be taught	A	B	C	D	E
3.	Basic math skills should be taught	A	B	C	D	E
4.	Social studies concepts and content should be presented	A	B	C	D	E
5.	Science concepts, content, and experiments should be presented	A	B	C	D	E
6.	Higher level critical thinking skills of analysis, synthesis, and evaluation should be developed	A	B	C	D	E
7.	Creative thinking skills of fluency, flexibility, originality, and elaboration should be developed	A	B	C	D	E
8.	Problem solving skills of hypothesizing, validation, and evaluation should be developed	A	B	C	D	E
9.	Inquiry skills in which students identify a problen, research and collect data concerning the problem, and then analyze the data should be developed	A	B	C	D	E
10.	Independent learning skills should be developed, and independent learning activities should be provided to aid in that development	A	B	C	D	E
11.	Leadership training should occur	A	B	C	D	E
12.	Activities to develop self awareness and self-acceptance should be provided	A	B	C	D	E
13.	Activities to develop awareness and acceptanca of others should be provided	A	B	C	D	E
14.	Group interaction with classmates to solve a problem should occur often	A	B	C	D	E
15.	The gifted program should provide a differentiated curriculum, i.e., a curriculum different from that found in a regular classroom	A	B	C	D	E
16.	Acceleration of basic skills should occur	A	B	C	D	E
17.	Research and library skills should be taught	A	B	C	D	E
18.	Strict discipline should be maintained in the classroom	A	B	C	D	E
19.	Parent involvement in the child's learning should occur	A	B	C	D	E
20.	Parents and teachers should communicate frequently on matters of both a positive and negative nature	A	B	C	D	E

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HARLAN STUDENT QUESTIONNAIRE

II. Directions:

For the following questions please draw a circle around the letter of the answer in the right hand column that most closely states your opinion.

Social Concerns

21.	How many scheduled activities per week do you participate in after school or in the evenings that are not related to this classroom? (Examples: piano lessons, gymnastics, religious school, or baseball team practice.)	A. 0-1 B. 2 C. 3 D. 4 or more
22.	In this classroom you have been working with boys and girls who have abilities very similar to yours. How have you felt about that?	A. Unhappy B. Doesn't matter C. Pleased D. Very pleased
23.	How much time have you had to spend with boys and girls not in this program?	A. Very little B. Some C. Enough D. More than enough
24.	As the school year draws to a close, do you feel that you have enjoyed the year?	A. Not at all B. Very little C. Somewhat D. Very much
25.	Do you think you have learned and developed your skills as much as you would have in a regular classroom?	A. Less B. Slightly more C. More D. Much more
26.	Do you think what you have learned in this classroom was different from what you would have learned in a regular classroom?	A. Not different B. Slightly different C. Different D. Very different
27.	Do you think the learning activities in this classroom were different from those you would have had in a regular classroom?	A. Not different B. Slightly different C. Different D. Very different
28.	Do you think the amount of work you had in this classroom was any different from the amount you would have had in a regular classroom?	A. Less B. The same C. More D. Much more
29.	How much time did you spend per night on homework?	A. None B. Half an hour C. One hour D. More than one hour
30.	When you met new and difficult problems, did you work on them very hard and consistently until you conquered them?	A. Rarely B. Sometimes C. Usually D. Always
31.	Did you do your work in school and your homework at home willingly and without prodding from either your parents or your teacher?	A. Rarely B. Sometimes C. Usually D. Always
32.	With which of the following did you have the most trouble in the classroom: A. Self-control and talking: B. Listening carefully to directions and discussions: C. Basic content of lessons was too difficult: D. Communicating thoughts clearly in writing: E. No serious problems?	A. Self-control B. Listening skills C. Basic content D. Written communication E. None of the above

COMMENTS: ______________________________

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APPENDIX W

PARENT QUESTIONNAIRE
P. S. DUPONT SCHOOL

Child's Name ______________________ Child's Grade ___ Sex ___ Race _______

I. Directions:
For the following statements please rank with a letter the importance of that statement for the academically gifted program.

A = Very important
B = Important
C = Not very important
D = Not important at all
E = Do not understand the statement

Draw a circle around the letter in the right hand column that best expresses your opinion.

Goals

1. Higher level critical thinking skills of analysis, synthesis, and evaluation should be developed. A B C D E
2. Creative thinking skills of fluency, flexibility, originality, and elaboration should be developed. A B C D E
3. Problem solving skills of hypothesizing, validation, and evaluation should be developed. A B C D E
4. Inquiry skills in which students identify a problem, research and collect data concerning the problem, and then analyze the data should be developed. A B C D E
5. Independent learning skills should be developed, and independent learning activities should be provided to aid in that development. A B C D E
6. Leadership training should occur. A B C D E
7. Activities to develop self awareness and self-acceptance should be provided. A B C D E
8. Activities to develop awareness and acceptance of others should be provided. A B C D E
9. Group interaction with peers to solve a problem should occur often. A B C D E
10. The gifted program should provide a differentiated curriculum--i.e., a curriculum different from that found in the regular classroom. A B C D E
11. Research and library skills should be taught. A B C D E
12. Strict discipline should be maintained in the classroom. A B C D E
13. Parent involvement in the child's learning should occur. A B C D E
14. Parents and teachers should communicate frequently on matters of both a positive and negative nature. A B C D E

II. Directions:
For the following questions please draw a circle around the letter of the answer in the right hand column that most closely reflects your opinion.

Social Concerns

15. While participating in the gifted program one day a week, your child interacts primarily with children of similar abilities. How do you perceive that situation?
    - A. Not desirable
    - B. Slightly desirable
    - C. Desirable
    - D. Very desirable

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16. Four days of the week your child is in classrooms with children of mixed abilities and backgrounds. How do you perceive that situation?	A. Not desirable B. Slightly desirable C. Desirable D. Very desirable
17. What is the degree of optimism and enthusiasm you feel about the P.S. DuPont academically gifted program at this time?	A. None B. Little C. Some D. A great deal
18. What is the degree of optimism and enthusiasm you perceive your child feels about the P.S. DuPont academically gifted program at this time?	A. None B. Little C. Some D. A great deal

Academic Concerns

19. As compared to the regular classroom setting, how much growth do you expect your child to achieve in the critical thinking, creativity, and problem solving skills?	A. Less B. Same amount C. More D. Much more
20. Because of your child's participation in the gifted program, do you expect the time your child spends on school tasks to change?	A. Decrease B. Remain the same C. Increase D. Increase greatly
21. Because you know your child's academic strengths and weaknesses, how much success do you predict for your child in the gifted program?	A. None B. Little C. Moderate D. Much
22. Do you consider your child academically self-motivated?	A. Very slightly B. Slightly C. Moderately D. Highly
23. Because of your child's participation in the gifted program, how do you predict he/she will perform in the regular classroom?	A. Less well B. No change C. Better D. Much better

Survey Information

24. How many years has your child participated in an academically gifted program prior to this year?	A. 0 years B. 1 year C. 2 years D. 3 or more years
25. If it were offered, how would you favor a 5-day/ week gifted program for your child in which his/her basic skills would be taught in an academically gifted integrated curriculum?	A. Not in favor B. Don't know C. In favor D. Highly in favor

Comments

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APPENDIX X

PARENT QUESTIONNAIRE **HARLAN SCHOOL**

Child's Name ______________________ Child's Grade ____ Sex ____ Race ____

I. Directions:

For the following statements, please rank with a letter the importance of that statement for the academically gifted program.

A = very important
B = important
C = not very important
D = not important at all
E = do not understand the statement

Draw a circle around the letter in the right hand column that best expresses your opinion

GOALS

1. Basic language skills of grammar, writing and spelling should be taught. A B C D E
2. Basic reading skills should be taught A B C D E
3. Basic math skills should be taught A B C D E
4. Social studies concepts and content should be presented A B C D E
5. Science concepts, content, and experiments should be presented A B C D E
6. Higher level critical thinking skills of analysis, synthesis, and evaluation should be developed A B C D E
7. Creative thinking skills of fluency, flexibility, originality, and elaboration should be developed A B C D E
8. Problem solving skills of hypothesizing, validation, and evaluation should be developed A B C D E
9. Inquiry skills in which students identify a problem, research and collect data concerning the problem, and then analyze the data should be developed A B C D E
10. Independent learning skills should be developed, and independent learning activities should be provided to aid in that development A B C D E
11. Leadership training should occur A B C D E
12. Activities to develop self awareness and self-acceptance should be provided A B C D E
13. Activities to develop awareness and acceptance of others should be provided A B C D E
14. Group interaction with peers to solve a problem should occur often A B C D E
15. The gifted program should provide a differentiated curriculum, i.e., a curriculum different from that found in the regular classroom A B C D E
16. Acceleration of basic skills should occur A B C D E
17. Research and library skills should be taught A B C D E
18. Strict discipline should be maintained in the classroom A B C D E
19. Parent involvement in the child's learning should occur A B C D E
20. Parents and teachers should communicate frequently on matters of both a positive and negative nature A B C D E

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HARLAN PARENT QUESTIONNAIRE

II. For the following questions please draw a circle around the letter of the answer in the right hand column that most closely reflects your opinion.

21. Children in the gifted program have interacted on a daily basis in the classroom primarily with children of similar abilities. How has that situation been perceived by you?	A. Not desirable B. Slightly desirable C. Desirable D. Very desirable
22. Has your child had sufficient time for interaction with children of all backgrounds and abilities even though he/she has been in the 5-day/week gifted program?	A. Far too little B. Little C. Sufficient D. More than sufficient
23. As the school year draws to a close, what are your general feelings about the Harlan academically gifted program?	A. Negative B. Neutral C. Somewhat positive D. Quite positive
24. Do you think your child has enjoyed the year in the Harlan academically gifted program?	A. Not at all B. Very little C. Somewhat D. Very much
25. Do you believe your child learned the basic skills in the gifted classroom setting as well as he/she would have in a regular classroom setting?	A. Less well B. As well C. Better than D. Much better than
26. Do you believe your child's critical thinking, creativity, and problem solving skills have shown more or less growth than they would have in the regular classroom setting?	A. Less growth B. Same C. More D. Much more
27. Do you believe your child spent more or less time on school tasks than he/she would have in a regular classroom?	A. Less time B. Same C. More D. Much more
28. Did your child encounter any academic problems this year?	A. None B. Few C. Moderate number D. Many
29. Do you consider your child academically self-motivated?	A. Very slightly B. Slightly C. Moderately D. Highly
30. Do you consider the Harlan program has been one of enrichment or acceleration?	A. Neither B. Enrichment C. Acceleration D. Both
31. Which of the following options for the academically gifted program would you favor for next year, if they were open to you?	A. 5-day week B. 1 day pull-out C. No gifted program D. Other
32. Did you receive sufficient information about the activities in the classroom and your child's progress?	A. Far too little B. Too little C. Sufficient D. More than sufficient

COMMENTS: ______________________________

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APPENDIX Y

STUDENT QUESTIONNAIRE **P.S. DUPONT SCHOOL**

Name ______________________ Grade ___ Sex ___ Race ___ A/G Teacher ____________

I. Directions:

For the following statements please rank with a letter the importance of that statement for the academically gifted program.

A = Very important
B = Important
C = Not very important
D = Not important at all
E = Do not understand the statement

Draw a circle around the letter in the right hand column that best expresses your opinion.

GOALS

1. Higher level critical thinking skills of analysis, synthesis, and evaluation should be developed — A B C D E
2. Creative thinking skills of fluency, flexibility, originality, and elaboration should be developed — A B C D E
3. Problem solving skills of hypothesizing, validation and evaluation should be developed — A B C D E
4. Inquiry skills in which students identify a problem, research and collect data concerning the problem, and then analyze the data should be developed — A B C D E
5. Independent learning skills should be developed, and independent learning activities should be provided to aid in that development — A B C D E
6. Leadership training should occur — A B C D E
7. Activities to develop self awareness and self-acceptance should be provided — A B C D E
8. Activities to develop awareness and acceptance of others should be provided — A B C D E
9. Group interaction with classmates to solve a problem should occur often — A B C D E
10. The gifted program should provide a differentiated curriculum - i.e., a curriculum different from that found in a regular classroom — A B C D E
11. Research and library skills should be taught — A B C D E
12. Strict discipline should be maintained in the classroom — A B C D E
13. Parent involvement in the child's learning should occur — A B C D E
14. Parents and teachers should communicate frequently on matters of both a positive and negative nature — A B C D E

II. Directions:

For the following questions, please draw a circle around the letter of the answer in the right hand column that most closely states your opinion.

Social Concerns

15. How many scheduled activities per week do you participate in after school or in the evenings that are not related to this school? (Examples: piano lessons, religious school, gymnastics, baseball team practice).

A. 0-1
B. 2
C. 3
D. 4

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P.S. DUPONT STUDENT QUESTIONNAIRE

16. In this classroom, you worked with boys and girls whose abilities were very similar to yours. How have you felt about that?	A. Unhappy B. Doesn't matter C. Pleased D. Very pleased
17. Four days of the week you spent in classrooms with children of mixed abilities and backgrounds. How have you felt about that?	A. Unhappy B. Doesn't matter C. Pleased D. Very pleased
18. Did you enjoy your year in the academically gifted program?	A. Not at all B. Very little C. Somewhat D. Very much
19. Because you have been in this program, do you think your critical thinking, problem solving, and creative skills have developed more or less than they would have if you had not been here?	A. Less B. Slightly more C. More D. Much more
20. Do you think what you have learned in this classroom was different from what you learned in your regular classroom?	A. Not different B. Slightly different C. Different D. Very different
21. Do you think the learning activities in this classroom were different kinds from those in your regular classroom?	A. Not different B. Slightly different C. Different D. Very different
22. Because you are in this program, did you spend more or less time on school work than you would have if you were not here?	A. Less time B. The same C. More D. Much more
23. How much time did you spend on homework per week for the gifted program?	A. None B. Half an hour C. One hour D. More than one hour
24. When you met new and difficult problems, did you work on them very hard and consistently until you conquered them?	A. Rarely B. Sometimes C. Usually D. Always
25. Did you do your work in school and your homework at home willingly and without prodding from either your parents or teachers?	A. Rarely B. Sometimes C. Usually D. Always

COMMENTS: ____

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APPENDIX Z

PARENT QUESTIONNAIRE **P.S. DUPONT SCHOOL**

Child's Name ________________________ Child's Grade ___ Sex ___ Race ___

I. Directions:
For the following statements, please rank with a letter the importance of that statement for the academically gifted program.

A = Very important
B = Important
C = Not very important
D = Not important at all
E = Do not understand the statement

Draw a circle around the letter in the right hand column that best expresses your opinion

GOALS

1. Higher level critical thinking skills of analysis, synthesis and evaluation should be developed — A B C D E
2. Creative thinking skills of fluency, flexibility, originality, and elaboration should be developed — A B C D E
3. Problem solving skills of hypothesizing, validation and evaluation should be developed — A B C D E
4. Inquiry skills in which students identify a problem, research and collect data concerning the problem, and then analyze the data should be developed — A B C D E
5. Independent learning skills should be developed, and independent learning activities should be provided to aid in that development — A B C D E
6. Leadership training should occur — A B C D E
7. Activities to develop self awareness and self-acceptance should be provided — A B C D E
8. Activities to develop awareness and acceptance of others should be provided — A B C D E
9. Group interaction with peers to solve a problem should occur often — A B C D E
10. The gifted program should provide a differentiated curriculum, i.e., a curriculum different from that found in the regular classroom — A B C D E
11. Research and library skills should be taught — A B C D E
12. Strict discipline should be maintained in the classroom — A B C D E
13. Parent involvement in the child's learning should occur — A B C D E
14. Parents and teachers should communicate frequently on matters of both a positive and negative nature — A B C D E

II. Directions:
For the following questions, please draw a circle around the letter of the answer in the right hand column that most closely reflects your opinion.

15. While participating in the gifted program one day a week, your child interacted primarily with children of similar abilities. How has that situation been perceived by you?

A. Not desirable
B. Slightly desirable
C. Desirable
D. Very desirable

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P.S. duPONT PARENT QUESTIONNAIRE

16.	Four days of the week your child was in classrooms with children of mixed abilities and backgrounds. How has that situation been perceived by you?	A. Not desirable B. Slightly desirable C. Desirable D. Very desirable
17.	As the school year draws to a close, what are your general feelings about the P.S. duPont academically gifted program?	A. Negative B. Neutral C. Somewhat positive D. Quite positive
18.	Do you think your child has enjoyed the year in the P.S. duPont academically gifted program?	A. Not at all B. Very little C. Somewhat D. Very much
19.	Do you believe your child's critical thinking, creativity, and problem solving skills have shown more or less growth than they would have if he/she were in a regular classroom all the time?	A. Less growth B. Same C. More D. Much more
20.	Because of your child's participation in the gifted program, did the time your child spend on school tasks change?	A. Less time B. Same C. More D. Much more
21.	Did your child find success in the gifted program?	A. None B. Little C. Moderate D. Much
22.	Do you consider your child academically self-motivated?	A. Very slightly B. Slightly C. Moderately D. Highly
23.	Because of your child's participation in the gifted program, did he/she perform less well or better in the regular classroom?	A. Less well B. No change C. Better D. Much better
24.	Which of the skill areas in the academically gifted curriculum do you believe was stressed most in your child's academically gifted classroom?	A. Creatively B. Critical thinking C. Problem solving D. All of the above
25.	If it were offered, how would you favor a 5-day week gifted program for your child in which the teaching of his/her basic skills were integrated into the academically gifted curriculum?	A. Not in favor B. Don't know C. In favor D. Highly in favor
26.	Did you receive sufficient information about the activities in the academically gifted classroom and your child's progress?	A. Far too little B. Too little C. Sufficient D. More than sufficient

COMMENTS: ______________________________

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